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ABSTRACT

This module is part of a competency-based staff development training package which presents a systematic approach to guidance, counseling, and placement. The focus of this module is training staff personnel to determine program goals and objectives. On completion of the readings and activities of this module the reader will be able to use current status assessment and desired outcomes assessment reports to produce a complete set of program goals and student performance objectives for the program being planned. (SJL)

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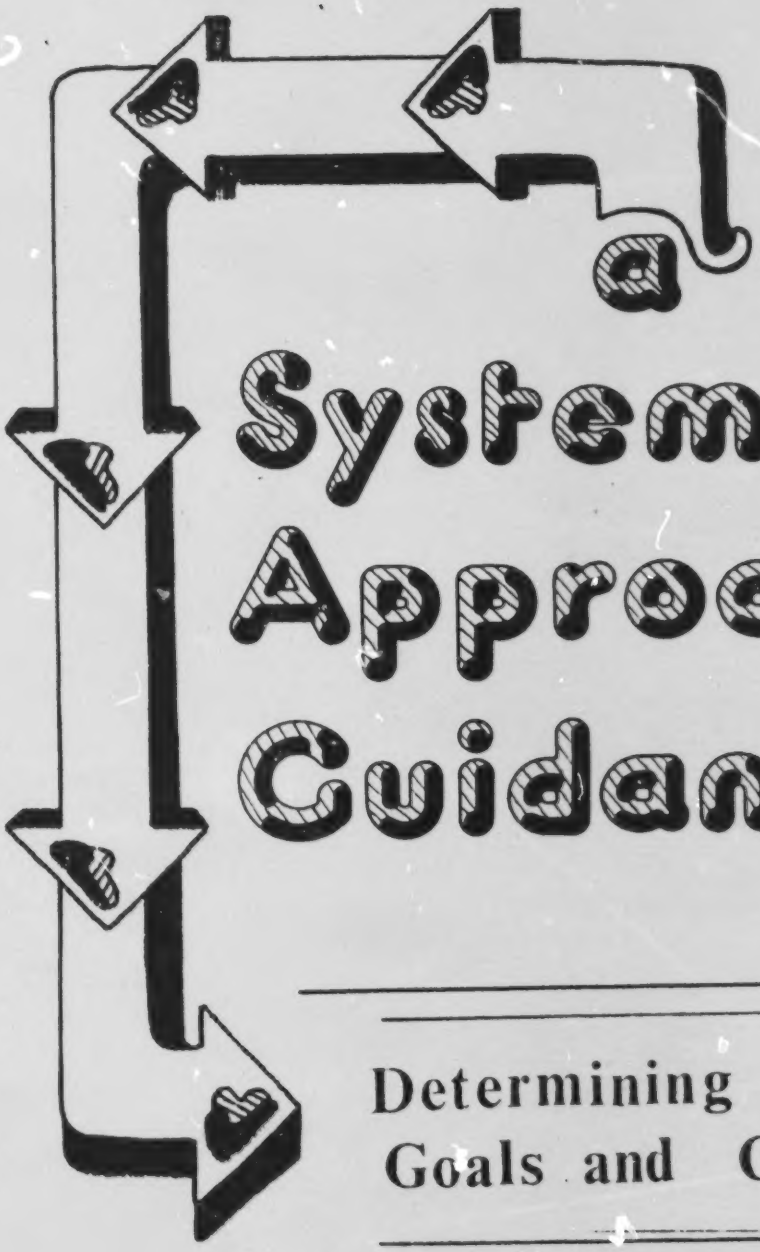

a Systematic Approach to Guidance

Determining Program Goals and Objectives

2

AN ESEA TITLE III PROJECT

A COMPETENCY-BASED STAFF DEVELOPMENT TRAINING PACKAGE

MESA PUBLIC SCHOOLS »» DR. GEORGE N. SMITH, SUPERINTENDENT

CREDITS

Determining Program Goals and Objectives

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Mesa Public Schools in cooperation with
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FOREWORD

This module was developed as one of eight dissemination packages which were being prepared under an E.S.E.A. Title III project. The Mesa Public Schools worked in concert with the American Institutes for Research (AIR) in this Title III project.

It should be noted that what is being presented here is information on Mesa's on-going long-range project in career guidance, counseling, placement and follow-up; funded not only by Title III but also by Vocational Education Part D Exemplary and District funds. A key element of this project has been the designing, field testing and final production of staff development training packages.

The specific participation of E.S.E.A. Title III comprises an integral part of the total process for orienting counseling services toward specific student outcomes in an accountability model. Title III is housed in the Arizona Department of Education under W. P. Shofstall, Ph.D., Superintendent of Public Instruction. The Title III staff is directed by Fred J. Sughrue and the consultant assigned to this project is Jesse Udall, Education Program Specialist.

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INTRODUCTION

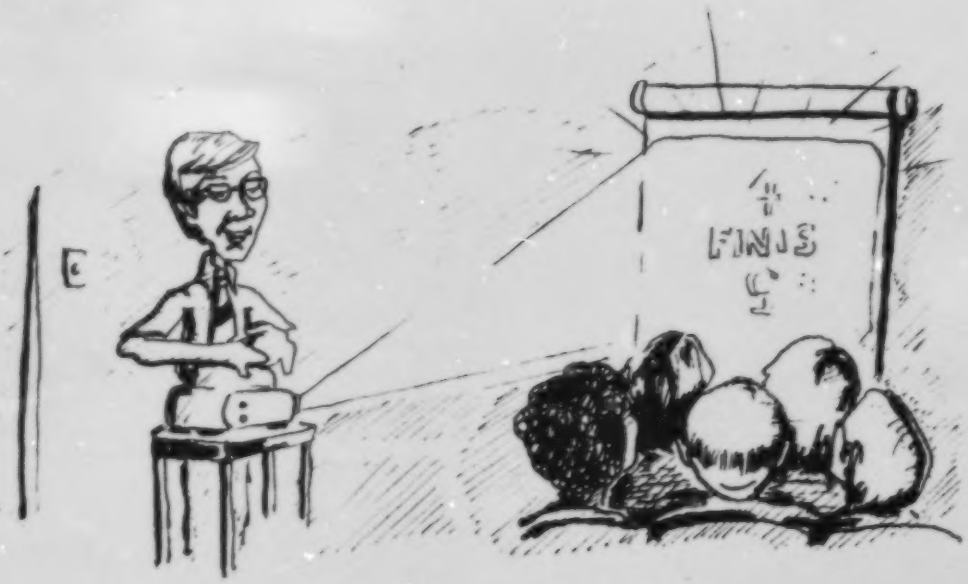
OVERVIEW

This "Module" is part of a package which includes the following:

- -Tape-slide introduction
- -Flowchart of the comprehensive approach
- -Module goals and objectives
- -Instructional materials (test of module)
- -Progress checks
- -Group activities
- -Simulation activity
- -Application procedures
- -Pre- and Post-Assessment
- -Further references

Packages are designed so that you may work at your own pace but should not take over 15 hours to complete. The only element of the package external to the module is the tape-slide introduction.

The flowchart page defines the four major phases of the comprehensive approach to guidance, counseling, and placement and how they relate to each other. The darkened segment indicates where this package, Determining Program Goals and Objectives, fits in the overall plan.



AUDIO VISUAL INTRODUCTION

This package, Determining Program Goals and Objectives, includes an audio cassette and slides to introduce you to this phase of the staff development series. We suggest that you and any other individuals who are considering working on this module first take a few minutes to view and hear this presentation. The tape is playable on any cassette recorder. The slides are also standard and numbered in the order of appearance. An audio cue ("beep") indicates the points at which you are to advance to the next slide. Begin with the title slide in the projector gate.

In the event the tape-slide is not available, you may read through the tape-slide script which is located in Appendix B. This will give you a quick overview of the contents of the module.

The preceding diagram illustrates the parts of the comprehensive approach you will be learning about in these staff development packages. Each of the packages helps the reader to develop one or more of the competencies listed. The general purpose of this module and the specific outcomes that you should achieve through it are summarized below through the goal statement and package objectives.

MODULE GOAL

When you have completed the readings and activities of this package, you will be able to use current status assessment and desired outcomes assessment reports to produce a complete set of program goals and student performance objectives for the program you are planning.

MODULE OBJECTIVES

When you have successfully completed this package you will be able to:

Page		
7-8	1.	Describe in a short paragraph the four main steps in the planning process that occur after the desired outcomes assessment and current status assessment are conducted and before process objectives for guidance programs are written.

10-12	2.	State five general activities that must be conducted so that this phase of the planning process may be conducted smoothly and efficiently.
18-28	3.	List the four major tasks that should be accomplished to determine program needs.
18-28	4.	Write two to three sentences to describe: a) each of the three activities that contribute to the first task in determining program needs and b) two general points to be considered during these activities.
18-28	5.	Define in a sentence each, the three types of discrepancies between the results of the current status assessment and the desired outcomes assessment for which the planning team should recommend strategies to resolve.
18-28	6.	List responses for each type of discrepancy, and two possible courses of action for instances in which an appropriate response cannot be selected.
32-33	7.	Define the relationships among the terms "program goal," "student goal," and "student performance objective."
34-41	8.	State the seven characteristics of a high quality set of program goals.
55-58	9.	List and briefly define the three essential components of a well written performance objective.
55-58	10.	Write at least 10 acceptable performance outcomes which meet the criteria specified in this module.
64-66	11.	List and define the four types of procedures necessary for determining program success.

MODULE OUTLINE

Approximate Time	Activity
1 hour	Introduction. You take and score the pre-assessment instrument and view a tape-slide presentation. Next, you examine the flow-chart for understanding of the relationship of this module to the overall comprehensive program and series of packages. Finally, you are presented with the module outline which shows approximate timelines.
1 hour	Rationale. You are presented with the reasons the module was produced and the purposes it hopes to serve. Progress checks and group activities are provided to assist you in attaining the skills and understanding outlined in the module.
6 hours	In-Depth Study. You extend your knowledge through study of the body of the package, group activities, and interested areas from the references section.
1 hour	Simulation. This activity gives you a chance to practice what you have learned in the reading.
1 hour	Application. In this activity you will be asked pertinent procedural questions relative to determining program goals and objectives.
2 hours	Post Assessment. Here is where you demonstrate that you have achieved the objectives of the module.

DEFINITION OF TERMS

Some of the terms used in this module may be new to you, while others may be used in ways that vary from traditional usage. It is important to understand the definitions of terms as they are used in this module.

Criterion Level--A standard, usually established during the planning stage, which stipulates the necessary level of success on a performance objective or program goal to consider it achieved. An example might be: "By the year's end, 90% of participating students will achieve performance objective 3.5."

Implementation Strategy--A specific, concrete procedure which contributes to the achievement of a process objective.

Process Objective--An activity which contributes to reaching a product objective. An example, related to student academic needs, might be: "To hold at least one 20 minute conference per semester with every high school student to discuss his academic progress." Process objectives and implementation strategies, since they relate to activities, are not dealt with in this module, but in subsequent ones.

Product Objective--The final outcome or desired accomplishment of an activity. Student performance objectives are examples of product objectives.

Program Goal--A globally stated, general outcome for a program. An example might be: "To help students better deal with academic problems."

Student Goal--A globally stated, general outcome for students. An example might be: "To better deal with academic problems."

Program Need--The current status assessment reveals the present program priorities, while the desired outcomes assessment determines the ideal program priorities. The gap between the two represents program needs--the changes that are necessary to get from the present to the ideal.

Student Performance Objective--A specific, behaviorally stated and measurable outcome for students. It should include the population involved, the observable activity, and the evidence that will be accepted to indicate that the objective has been achieved. An example might be: "Given a small group discussion situation, by the end of the year each eighth grade student will have made an effort deemed satisfactory by his teacher, according to defined criteria, to encourage participation from another group member at least twice over some half hour period."

PRE-ASSESSMENT

The questions below are designed to give you an idea of the instructional content of this module so you may determine:
1) whether you wish to continue working on the module; and
2) whether you want to skip certain sections of it. Each question relates to the module objective of the same number. The pages of the text that present the information required to answer the questions are indicated after each question.

. Try to answer each question and check your work using the answer key provided. Then, if you feel the module or certain sections of it will be of benefit to you, continue with the tape-slide presentation.

1. Listed below are four main steps in the planning process. (These occur after a needs assessment and a current program assessment are taken and before objectives for a new guidance program are written.) Opposite the steps are descriptions of the steps. Match the correct description with its appropriate step. (pp. 7 & 8)

_____ Determining Program Needs	A. Stating broad, general areas of program outcomes.
_____ Writing Program Goals	B. Identifying discrepencies in areas of current and desired program effort and choosing strategies to resolve them.
_____ Writing Student Performance Objectives	C. Setting criteria so that program effectiveness can be determined.
_____ Planning for Evaluation	D. Stating the measurable behavioral skills students will develop in the program.

2. There are at least five general activities that must be conducted in order for the planning process to be conducted smoothly. How many can you identify? (pp. 10-12)

A.

B.

C.

D.

E.

3. Listed below are four major tasks that should be accomplished to determine program needs. Rearrange them in chronological order. (pp. 18-22)

_____ A. State program changes

_____ B. Compare the summary reports for the Current and Desired Outcomes Assessments.

_____ C. Identify discrepencies between areas of current and desired effort.

_____ D. Identify strategies for resolving discrepencies.

4. What three activities would you suggest if you were comparing summary reports for a Current Guidance Program Assessment and a Desired Outcomes Assessment? (pp. 18-28)

A.

B.

C.

5. What are three types of discrepencies that could be found in comparing these summary sheets. (pp. 18-28)

A.

B.

C.

6. Again, if you were comparing the same summary sheets, what would you suggest be done for each discrepency written in #5? (pp. 18-28)

A.

B.

C.

7. With the three terms shown in Column A, compare the definitions in Column B and match with the appropriate term. (pp. 32 & 33)

A	B
_____ Program Goal	A. Describes a specific, measurable behavior that contributes to achieving a student goal.
_____ Student Goal	B. Defines a broad area of student competence in a way that makes the program the stated or implied subject of the sentence.
_____ Student Performance Objective	C. Defines a broad area of student competence in a way that makes the student the stated or implied subject of the sentence.

8. Can you name several characteristics of a high quality set of program goals? (There are at least seven. The first is given as an example.) (pp. 34-41)

A. Includes high ranking desired outcomes statements

B.

C.

D.

E.

F.

G.

9. Complete the following sentences regarding components of a well-written performance objective.

A well-written performance objective contains a behavioral _____ (A.) that describes what a student will be able to do as a result of guidance program activities. In addition, the objective names a _____ (B.) that defines who is expected to perform that behavior. Finally, performance objectives are concerned with _____ (C.) that will be accepted as proof of attainment of the behavioral objective outcome.

10. Pick one goal statement from the list below and write a student performance outcome for the goal statement. (pp. 55-58)

A. The student will know what to do when he is with others who use drugs.
B. The student will know how to perform well on job applications and interviews.
C. The student will know how to listen and take notes at the same time.

Goal statement _____

Student performance outcome _____

_____

11. There are four types of procedures necessary for determining program success. Can you name any or all of these? (pp. 64-66)

A.

B.

C.

D.

PRE-ASSESSMENT

ANSWER KEY

1. B Determining Program Needs
   A Writing Program Goals
   D Writing Student Performance Objectives
   C Planning for Evaluation

2. A. Selecting personnel
   B. Allocating resources
   C. Determining schedules
   D. Communicating
   E. Evaluating

3. 4 A.
   1 B.
   2 C.
   3 D.

4. A. Study the two reports carefully to become conversant with the data they contain.
   3. Compare the relative emphasis of the five areas on the two reports.
   C. Compare the importance of specific items within areas on the two reports.

5. A. Where one is higher
   B. Where one is lower
   C. Where they are the same

6. A. 1) Counselors spend more time on outcomes rated high on the desired outcomes assessment.
   2) Add items rated high on the desired outcomes assessment to the program.
   B. 1) Perhaps delete outcomes from counselor attention (requires caution).
   2) Assign responsibility for accomplishing some outcomes to someone other than a counselor.
   3) Counselors become more efficient and accomplish the same number of outcomes in less time.
   C. Counselors spend more time on outcomes rated high on the desired outcomes assessment and less time on outcomes rated high on the current status assessment.

7. B Program Goal
   C Student Goal
   A Student Performance Objective

8. A. Already stated as an example
   B. Is comprehensive

C. Is grouped according to an appropriate model.
D. Is ranked according to priority by stated criteria.
E. Is sequenced by a personal problem solving paradigm or other rationale.
F. Is articulated across grade levels.
G. Has been reviewed and accepted by advisory group(s).

9. A. outcome
B. population or group
C. evidence

10. A. The student will know what to do when he is with others who use drugs.
B. The student will know how to perform well on job applications and interviews.
C. The student will know how to listen and take notes at the same time.

A great variety of outcomes would be acceptable here. One example outcome is provided for each goal statement.

A. To identify characteristics that indicate someone is under the influence of drugs.
B. To distinguish examples of dress that are appropriate and inappropriate for a job interview.
C. To list the major points made in a two to five minute speech.

11. A. Determining if the student has attained an objective--criterion set in student performance objective.
B. Determining if the student has achieved a goal--set criterion for percentage of objectives per goal to be attained.
C. Determining if the program has achieved the goal--set criterion for percentage of students who must achieve goals as a result of the program.
D. Determining if the program is effective--set criterion for percentage of goals the program must achieve.

GENERAL CONSIDERATIONS

Comparing the current status assessment report and the desired outcomes assessment report to produce a redefinition of the program's goals, and the writing of student performance objectives related to those goals, is a fairly simple and straightforward process in its overall structure and conception. The actual details of the work can be very complex and intricate however. This section will present a brief overview of the process, and then touch on five concerns the administrator will need to deal with to successfully accomplish the process. These five concerns are: personnel, resources, scheduling, communication, and evaluation. The subsequent sections will provide the detailed direction necessary to actually carry out the process.

overview of the process

five concerns

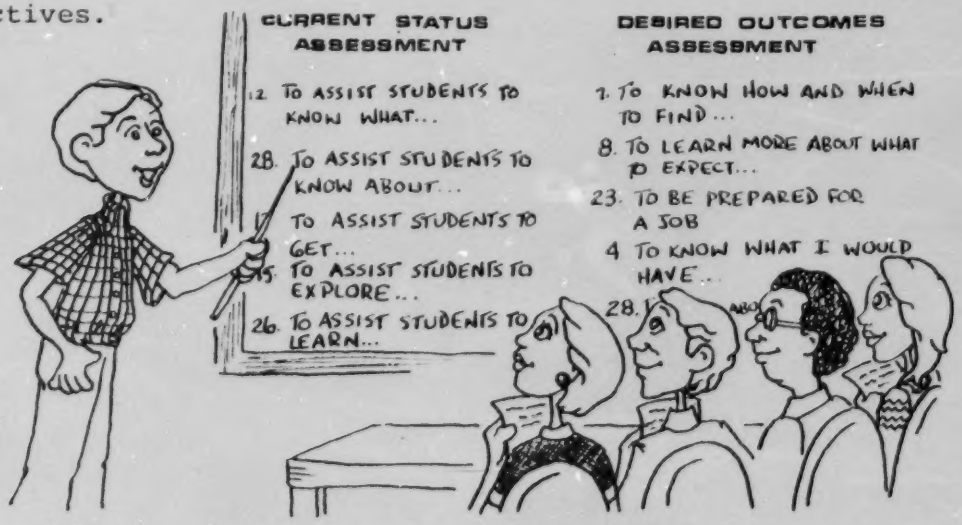
The chart on page 9 diagrams the steps involved in the planning process and the relationship of the activities dealt with in this module to the overall process. One leaves the current status assessment and desired outcomes assessment with a list of current and desired program priorities. The next step involves comparing those two sets of data and determining the discrepancies. This effort produces a comprehensive listing of those areas where current and desired priorities match, those areas where they fail to match, the directions in which they fail to match, and the degrees to which they differ. Discrepancies may be of three general sorts, those in which: a) current effort is lower than

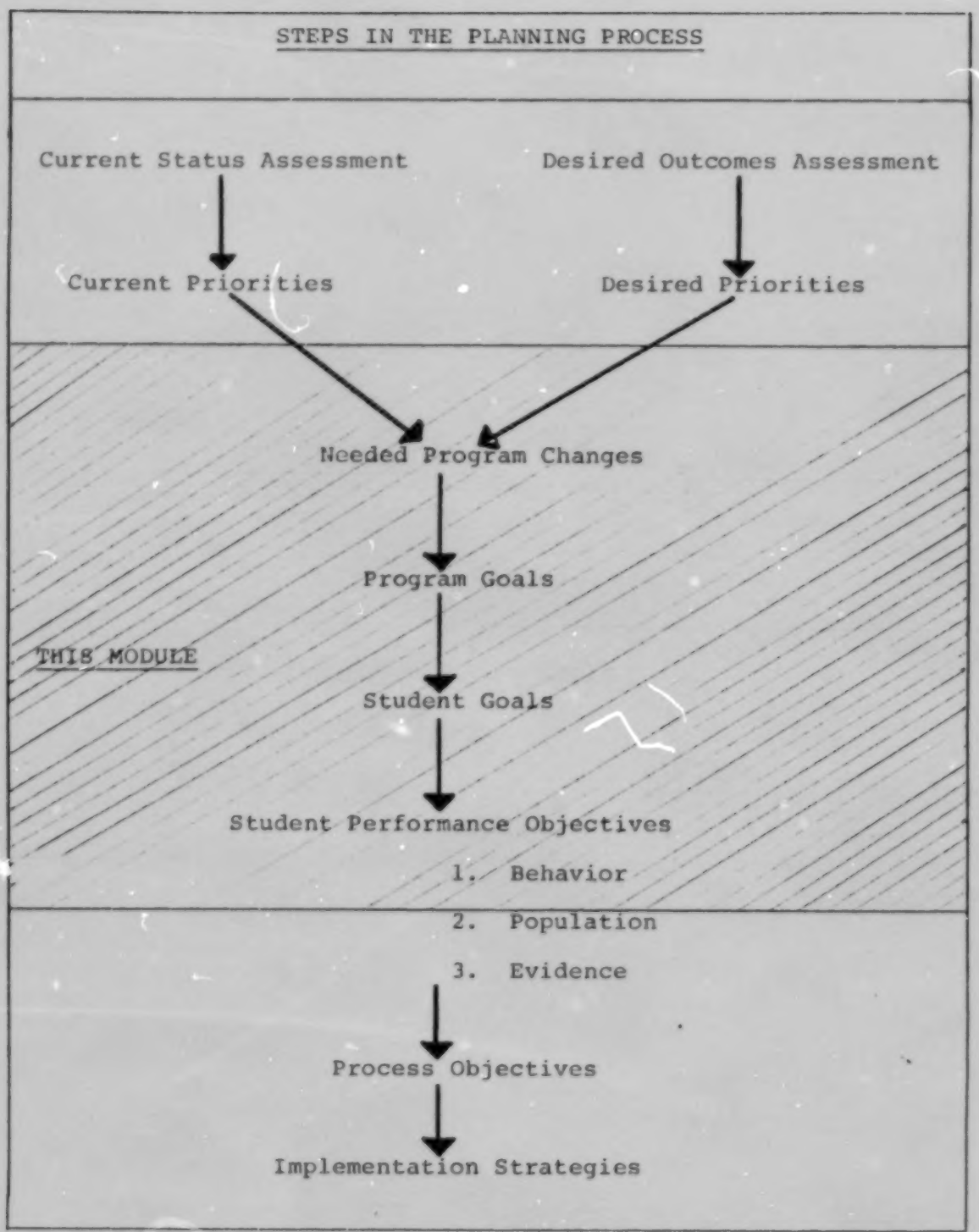
desired effort, b) current effort is higher than desired effort, and c) current and desired effort are at approximately the same level but focus on different outcomes. Various strategies may be employed to deal with each, depending on the particular situation. But when all discrepancies have been identified and defined, and appropriate responses have been determined, program needs (in terms of changes that will contribute to an improved program) will have been articulated.

program needs

Once needed changes are determined, one can proceed to define the goals for the program. From these goals one can then write student performance objectives, putting the globally defined goals for the program into behavioral terms which are observable and measurable. And he is then prepared to conduct his program on a basis quite different from most in common practice. He has a plan which is based on empirically determined needs and which is open to evaluation and accountability at every point. His planning efforts have thus come to an end, and he may go on to develop the strategies and activities necessary to fulfill the goals and objectives.

program goals and objectives


CURRENT STATUS ASSESSMENT
12. TO ASSIST STUDENTS TO KNOW WHAT...
28. TO ASSIST STUDENTS TO KNOW ABOUT...
TO ASSIST STUDENTS TO GET...
15. TO ASSIST STUDENTS TO EXPLORE...
26. TO ASSIST STUDENTS TO LEARN...
DESIRED OUTCOMES ASSESSMENT
7. TO KNOW HOW AND WHEN TO FIND...
8. TO LEARN MORE ABOUT WHAT TO EXPECT...
23. TO BE PREPARED FOR A JOB
4 TO KNOW WHAT I WOULD HAVE...


STEPS IN THE PLANNING PROCESS
Current Status Assessment
Desired Outcomes Assessment
Current Priorities
Desired Priorities
Needed Program Changes
Program Goals
THIS MODULE
Student Goals
Student Performance Objectives
1. Behavior
2. Population
3. Evidence
Process Objectives
Implementation Strategies

Carrying out these steps requires considerable effort. Detailed data comparisons will be needed. Lists of discrepancies between current status and desired outcomes will have to be written. These will have to distinguish between different kinds of discrepancies. All this information will have to be assembled in a form that defines the needed program changes. Program and student goals will have to be written. High quality, usable performance objectives will have to be drafted and scrutinized. The effects and efficiency of all these activities will have to be validated. Reports will have to be made to advisory groups, school personnel, district residents, and students. All of this will require the efforts of skilled, dedicated workers. *personnel*
One of the first tasks of this phase of the planning, as with earlier ones, is finding such personnel, and allocating the tasks appropriately. If an able, dedicated cadre of workers undertakes the effort enthusiastically, and is given the time and resources necessary, results will almost surely be positive and useful.

Along with the personnel to be assigned to the effort, *resources*
the planner/administrator will need to plan for and allocate necessary resources. Supplies, working space, equipment, and clerical help will all be needed. Delays and frustrations can be avoided if these are provided for from the beginning.

Another important consideration at the beginning of *scheduling*
the effort is establishing schedules which will coordinate

the various phases of the work and provide guidelines for when individual tasks should be begun and finished. Often a useful means in this regard is a time flow chart. It can be structured in many ways. The example below offers one suggestion. Whatever the format chosen, a schedule should be devised at the beginning of the effort to aid in the coordination of the various tasks and provide guidelines for individuals working on the effort.

SAMPLE TIME CHART

Task	January Week 1	2	3	4	Feb Week 1	2	3	4	March Week 1	2	3	4
1. Identify Discrepancies	---	---	---									
2. Determine Program Changes	---	---	---	---	---	---	---					
3. Define Program Goals			---	---	---	---	---	---	---			
Etc.												

communi-cation

The work involved with this module is concerned with sensitive areas and is critical to the future of your guidance, counseling, and placement program. For both reasons a key task will be communicating efficiently and accurately with all groups involved and keeping records of what is accomplished and how it was done. Advisory groups should meet regularly to review progress and offer direction and solutions when problems arise. Personnel working on various aspects of the project should be kept informed of progress in other areas. School personnel--counselors, teachers, and

administrators--should be kept abreast of developments and results of the work, particularly as decisions are reached about changes in the program and as goals are written and program directions determined. And of course, students and their parents should be kept informed of program changes and new directions. They will be the ones to benefit most as programs are designed to respond to their needs and expressed desires. Such thorough communication can help to maintain a sense of enthusiasm about the work being carried on, and can contribute effectively to its success.

evaluation

The final general consideration that must be dealt with in the process of developing the goals and objectives for guidance programs is the evaluation of that process. Since the goals and objectives of a program will determine the actual activities to be implemented subsequently, it is important to monitor the planning phase closely to insure a high quality effort. In this way, continuous formative evaluation may be provided to contribute to informed decision making and secure a solid foundation for the program being built.

Evaluation in the planning phase of program development should answer three types of questions: 1) Were the data from the current status assessment and the desired outcomes assessment collected and used as intended to derive program goals and objectives? In other words, was the planning conducted as it was designed to be? 2) Do the goals and objectives that were produced represent an acceptable foundation

for the program being planned? Or, is the product of the planning process of adequate quality? and 3) What resulted from the planning that was not expected? Or, what were the positive and negative unanticipated effects of producing goals and objectives?

evaluation strategies

There are several procedures available to answer these questions. The most reliable data for the first are produced by a replication of the planning process. A validity check of the results of the desired outcomes assessment and the current status assessment may be produced by redoing each with a small sample of the original respondents. The results produced by the miniature reassessments may then be used to verify the results of the original assessments. If the decision rules and procedures used in the original assessments were consistent and recorded, they can be used again. Such a reapplication of the process should assure that the data will lead to a program accurately reflecting the real needs.

replication

Where a replication of the assessment process is not possible, the quality of the products of this process (goals and objectives for student guidance programs) may be evaluated by subjecting them to consultant review. A panel of experts representing the academic community and the residential community (perhaps the advisory group) could check over lists of goals and objectives and certify that they represent an acceptable basis for the program(s) being planned. Where this group identifies areas of deficiency, their experience may be used to provide suggestions for improvement.

consultant review

To assure a successful effort in the steps outlined in this module, a criterion checklist may be used to evaluate it. Such a checklist should include items related to each step in the planning process. Items should specify what is to be accomplished at each step, when this should be done, who is responsible and what level of results will be considered acceptable. The following is an example of such an item. "By April 25, 19__, the members of the junior high school guidance program planning task force produced a written list of all areas where present program efforts fail to relate to identified student needs. This list was generated by a comparison of current status assessment and desired outcomes assessment data." Evaluation of program planning using such a checklist will then be a simple process of indicating "yes, it was done" or "no, it was not done" for each item.

criterion checklist

A criterion checklist evaluation strategy has the additional advantage of structuring the planning process. It promotes program planning by requiring those involved to document and schedule in advance what they will accomplish. The criterion checklist may also serve as a useful communication device by informing each member of the planning team of the tasks coming up.

Any activity is likely to produce results that were not expected and that do not relate directly to its stated outcomes. A comprehensive evaluation of the planning process of guidance programs must inquire about such results. They

unanticipated effects

may have a significant effect (either positive or negative) upon the success of planning efforts that will go unrecognized if it is not assessed. For example, collecting data on the desired outcomes of guidance programs from parents may generate considerable interest in these programs among the parents polled. This interest is a side effect of the planning process. If program planners know of it, they might contact the parents who responded to the assessment when volunteers are needed for guidance-related activities. These parents might also help generate community interest in the guidance program if they are encouraged to do so. The resource represented by interested parents might go unused by the guidance department if the unanticipated effects of the planning process are not assessed.

The evaluation of the positive and negative unanticipated effects of the planning stage of program development may be assessed by questionnaire, interview, observation, or analysis of data from unobtrusive measures. Usually a combination of these means is the most effective. Information on unanticipated effects should be sought from all individuals or groups who may have experienced them. Such data should be summarized and reported along with the results of the evaluation of the planning process and products so that it will be available for subsequent decision making.

unanticipat effects assessment methods

PROGRESS CHECK

1. A list of some of the activities included in the planning phase discussed in this module follows. Number them in the order they must be accomplished. (pp. 7-9)

   ____ a. Determine necessary program changes.

   ____ b. Indicate the degree and type of discrepancy.

   ____ c. Compare the results of the current status assessment and the desired outcomes assessment.

   ____ d. Write student performance objectives.

   ____ e. Identify alternative strategies for resolving discrepancies.

   ____ f. Produce a list of areas where priorities match or are discrepant.

   ____ g. Define program goals.

2. List five general considerations that must be taken into account in this phase of planning. (pp. 10-12)

   a.

   b.

   c.

   d.

   e.

3. What are the three types of questions that should be answered by the evaluation of the planning phase of program development? (pp. 12 & 13)

   a.

   b.

   c.

See next page for answers.

ANSWER KEY

1. a. 5 b. 3 c. 1 d. 7 e. 4 f. 2 g. 6

2. a. Personnel
   b. Resources
   c. Scheduling
   d. Communication and reporting
   e. Evaluation

3. a. Was the planning conducted as it was designed to be?
   b. Are the goals and objectives that were written of acceptable quality?
   c. What were the positive and negative unanticipated effects of the planning?

GROUP ACTIVITY

Meet with several of your fellow planners/counselors. Assume that your group is the task force charged with writing goals and objectives for a guidance program from the results of a desired outcomes assessment and a current status assessment that have already been conducted. In this meeting your group will develop a plan for the communication and reporting aspects of your work. Discuss: a) who must be kept informed of your activities; b) what each group or individual must know; and c) what strategies your task force will use to convey the required information. Also plan what will be included in records your group will keep of its activities, and what reports you will issue at various stages of your work. Prepare a summary of your decisions. It will be valuable to you later if you become a member of such a task force.

DETERMINING PROGRAM NEEDS

In planning improved guidance programs, the identification of changes in present programs that will contribute to their improvement represents the determination of program needs. The reports summarizing the assessments of current status and desired outcomes of guidance programs (that are produced as a result of the training included in the preceding two modules in this training series) will serve as the raw material to be used in identifying these needs. By comparing these reports, the program planner determines areas of current and desired guidance effort where priorities for emphasis match or are discrepant. He must then consider the type and degree of discrepancies he has identified and indicate what strategies are available for resolving these discrepancies. The choice of an appropriate strategy for resolving each discrepancy means that needed program changes have been determined and that the program planner is then prepared to begin setting program goals in student terms.

COMPARING THE RESULTS OF THE DESIRED OUTCOMES ASSESSMENT AND THE CURRENT STATUS ASSESSMENT

If the desired outcomes assessment and the current status assessment were conducted according to the guidelines presented in this series of training packages, the reports summarizing their results will present two types of rankings. General areas of guidance effort (interpersonal, intrapersonal, academic-learning, educational-vocational, and

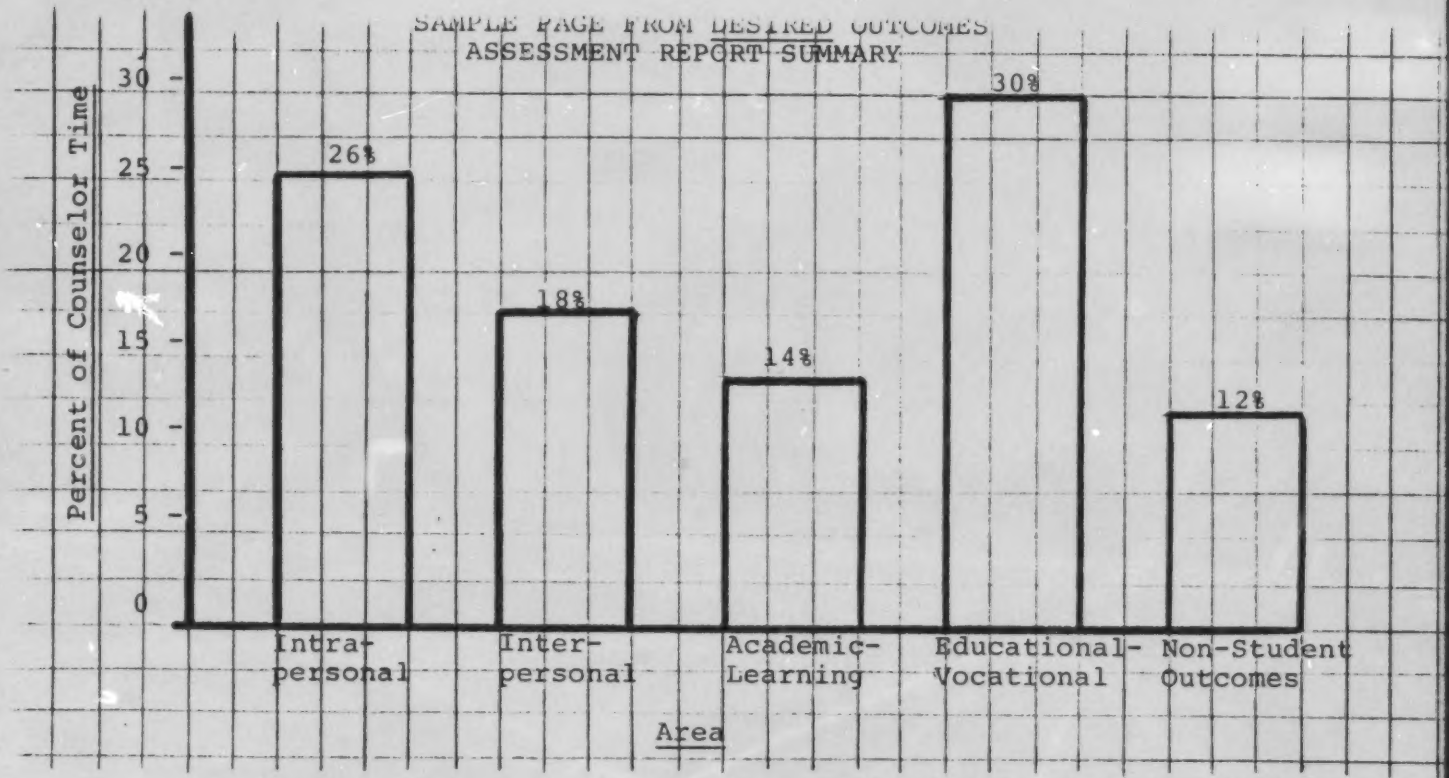
non-student outcomes) will be presented in order of priority, and then top-priority specific outcomes will be ranked in each area. The statistic used to produce the rankings is percent of counselor time* that is or should be expended on that area or outcome. Pages from hypothetical Current Status Assessment and Desired Status Assessment Report Summaries are presented on the following two pages.

The initial step in determining program changes is to study the summary reports of the desired outcomes assessment and the current status assessment very carefully. The relative emphases of the five major areas of guidance effort should be compared. Then the importance assigned to specific outcomes within each area should be examined for each report. This study is best accomplished through teamwork. The insights of one member can spark the thinking of others and conflicting interpretations can identify mistakes or areas of weak understanding. Preconceptions and value judgments related to the implications of the data should be avoided. At this stage, planners should try to be as open and objective as possible. Their goal is to become conversant with the data resulting from the desired outcomes assessment and the current status assessment.

---

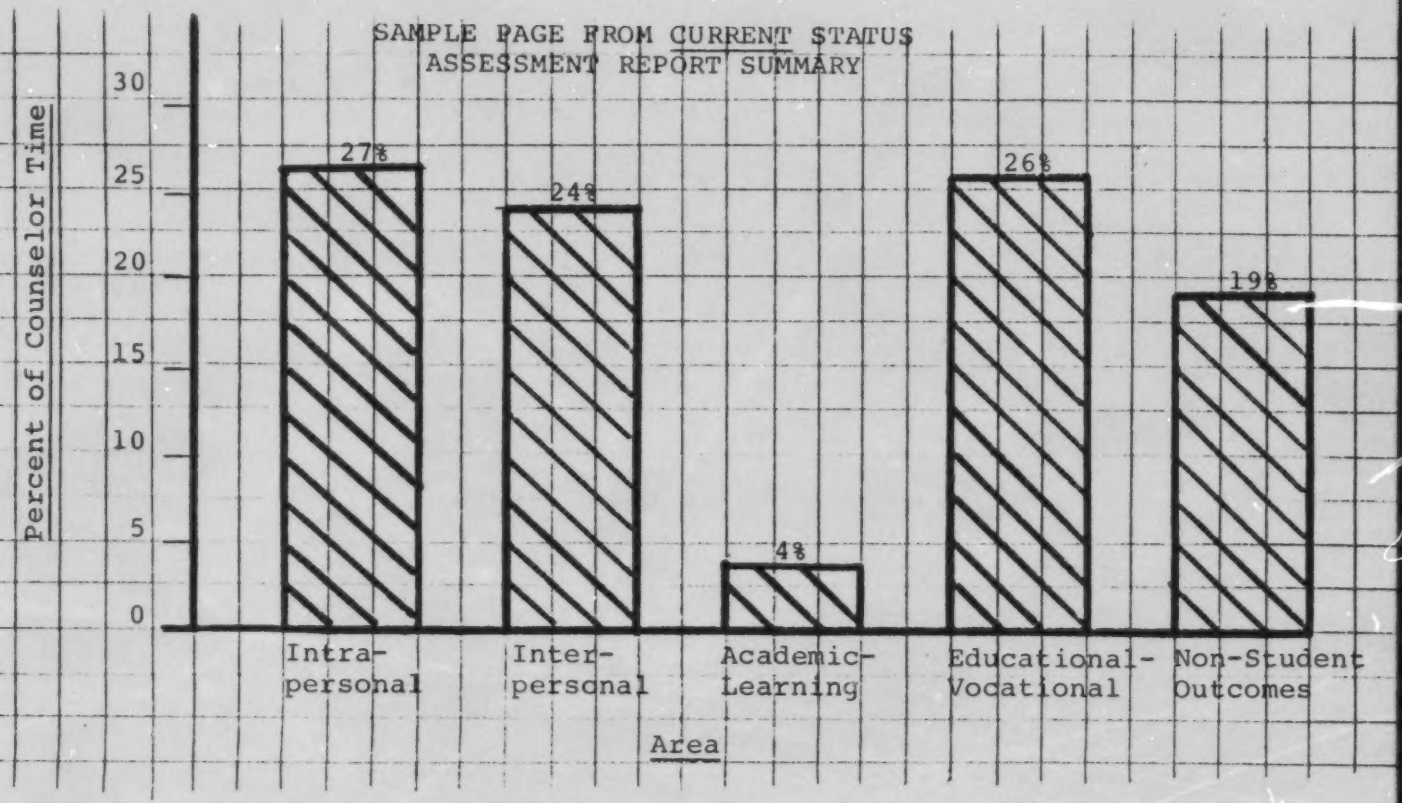
*Counselor time is an imperfect measure of guidance program effort because it fails to include the value of the time of other counseling personnel (paraprofessionals, teachers, etc.) as well as the value of non-human resources used in guidance activities. Even though measures of percentage of total guidance program effort would offer a better basis for assigning priorities, this statistic was not used for practical reasons, i.e., it is very difficult to determine.

SAMPLE PAGE FROM DESIRED OUTCOMES
ASSESSMENT REPORT SUMMARY



Items Within the Intrapersonal Area		Percent of Counselor Time
D-26		22
D-13	These percent figures	17
D-19	represent 100% of the →	15
D-23	total intrapersonal time	13
D-22		10
D-16		8
Others		15
Items Within the Interpersonal Area		
C-9		18
C-19		18
C-3		17
C-12		15
C-27		12
Others		20
Items Within the Academic-Learning Area		
A-13		17
A-10		15
A-17		14
A-16		12
A-5		10
A-28		10
Others		22
Items Within the Educational-Vocational Area		
B-12		12
B-9		10
B-20		10
B-17		9
B-26		7
B-14		6
B-2		5
B-5		5
Others		36
Non-Student Outcomes		
.		.
. Etc.		.

SAMPLE PAGE FROM CURRENT STATUS
ASSESSMENT REPORT SUMMARY



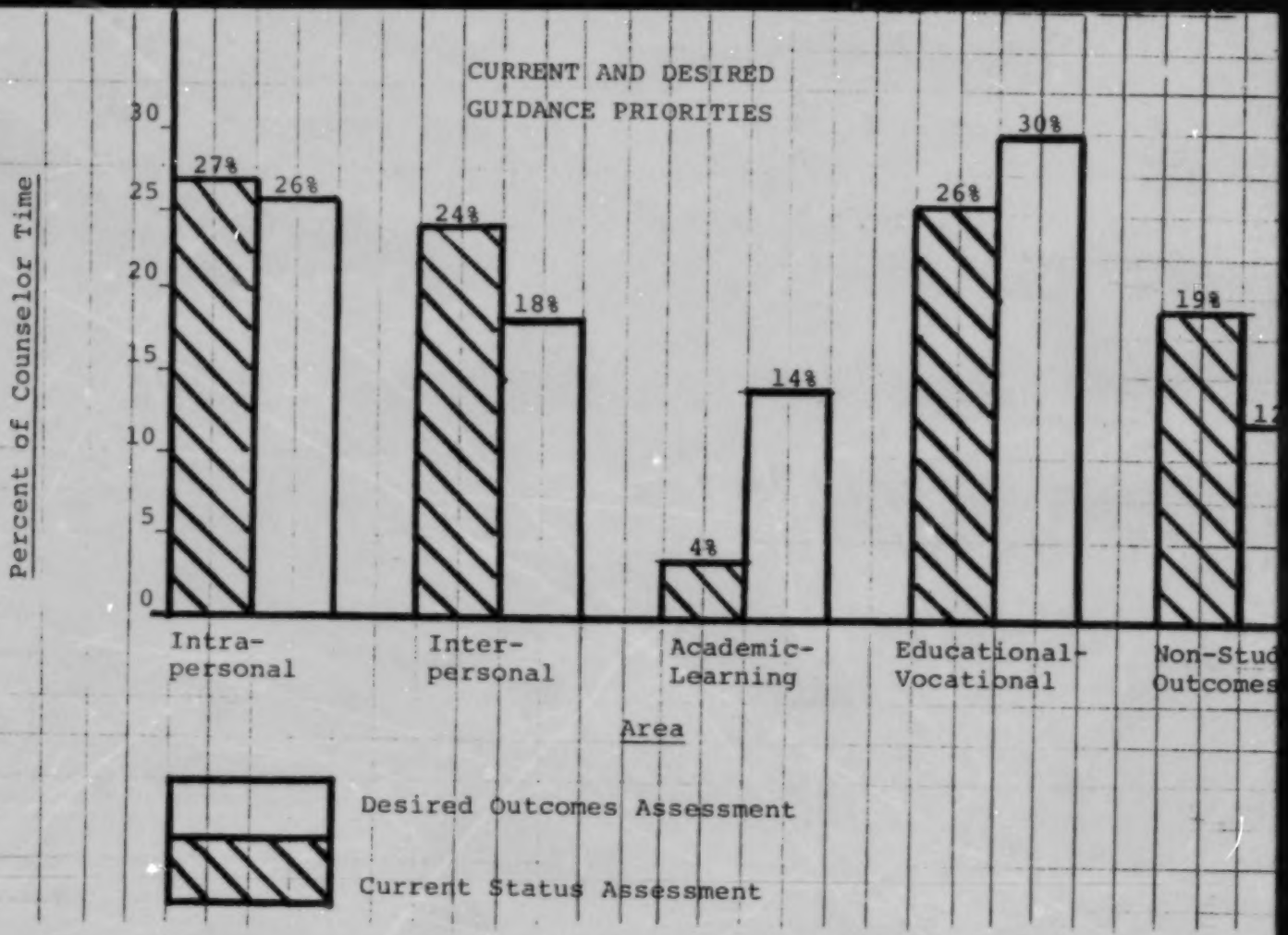
Items Within the Intrapersonal Area	Percent of Counselor Time
D-30	21
D-2	15
D-15	14
D-6	12
D-22	11
D-12	9
Others	18
Items Within the Interpersonal Area	
C-9	26
C-3	18
C-22	15
C-19	13
C-13	11
C-27	10
Others	17
Items Within the Academic-Learning Area	
A-5	20
A-24	19
A-28	15
A-13	14
A-2	12
A-10	10
Others	10
Items Within the Educational-Vocational Area	
B-2	20
B-9	18
B-12	15
B-26	13
B-5	12
Others	22
Non-Student Outcomes	
.	.
. Etc.	.
.	.

IDENTIFYING DISCREPANCIES

When the planning team has become familiar with the summaries of the results of the desired outcomes assessment and the current status assessment, its next task is to identify the major areas where indicated emphases match or are discrepant. Juxtaposing the priorities of counselor time resulting from the two assessments for the five main areas can facilitate this process. The figure on the next page shows an example of how this can be done using the data from the sample assessment summary reports presented earlier.

The graph compares current and desired emphases for each major area of guidance effort in a hypothetical program. Emphases differ a great deal in the Academic-Learning area and almost match in the Intrapersonal area. The discrepancy seems fairly large in the Non-Student Outcomes and Interpersonal areas and somewhat smaller for the Educational-Vocational area.

Logically, three conditions are possible when the results of the Desired Outcomes Assessment and the Current Status Assessment are compared: 1) the amount of counselor time assigned to an area may be essentially the same on the two assessments, 2) the current emphasis assigned to an area may be lower than the desired emphasis, or 3) the desired emphasis may be lower than the current one. Each of these conditions suggests a different type of response as discussed in the next major section of this module.



The planning team should prepare to map strategies for changes in areas where fairly large discrepancies exist regardless of whether the current or desired percent of counselor time was higher. In areas where large discrepancies in emphasis do not exist, the planning team should still be prepared to recommend changes if the specific outcomes designated for desired and current emphasis within an area are not the same. This type of discrepancy cannot be recognized from a graph like the one on this page. The planning team must refer to the summary reports of the desired outcomes assessment and the current status assessment to identify these discrepancies.

IDENTIFYING STRATEGIES FOR RESOLVING DISCREPANCIES

After the planning team has identified discrepancies in the results of the current status assessment and the desired outcomes assessment in terms of areas of guidance program effort, the next step is to carefully examine and compare the current and desired emphases assigned to individual items within each area. This will allow them to determine needed changes in the current program that will bring it more in line with what is desired.

condition one

In areas where about the same percent of counselor time was indicated on both the current status assessment and the desired outcomes assessment, (e.g., the intrapersonal area in the graph on page 23), the detailed assessment report summaries should be consulted to confirm that the same outcomes were listed for counselor attention in each assessment. If this is the case, continuing the program essentially as it is should be recommended. In our example, however, it is obvious that a shift in the outcomes on which counselors spend their time should be considered. Items D-30, D-2, D-15, D-6, D-22, and D-12 ranked important on the current status assessment while items D-26, D-13, D-19, D-23, D-22, and D-16 rated a high priority on the desired outcomes assessment. It is likely that, in this example, an improved guidance program would mean that counselors spend more time helping students achieve the latter set of outcomes (from the Desired Outcomes Summary) and concentrate less on the former (from the Current Guidance Summary).

The planning team should be cautious about recommending that counselors suspend effort on any outcome, however. The desired outcomes assessment report is based on data on students' needs. Students may not choose a need statement as being important to them for two reasons: 1) it is currently being met by counselor efforts and thus is not as pressing as it would be if help were not available, or 2) it would not be a high priority need of students even without help. The planning team may need to rely on interviews with students, expert opinion in the literature, or the advice of local counselors, teachers, and parents to determine which reason holds. If it is the first, some effort on the outcome should probably continue. If it is the second, effort on the outcome may be sensibly deleted from the program.

condition two

When an area was assigned a higher priority on the desired outcomes assessment than it currently receives (e.g., the Academic-Learning area on the graph on page 21) an increase in counselor time spent in this area seems a logical response. An examination of the detailed summaries of items ranked high in importance in this area on the two assessments will offer the planning team helpful clues as to how to distribute the increased counselor emphasis. In general, items which rate high on the desired outcomes assessment, such as A-13 and A-10 in our example, should receive more attention. The total amount of counselor time spent in helping students achieve outcomes in an area can also be increased by increasing the number of outcomes

counselors focus on. In our example the addition of items A-17 and A-16 should result in an improved program more responsive to student needs. In order to accomplish these changes, it may be necessary for counselors to devote less time to outcomes such as A-24 and A-2 which did not rate high on the desired outcomes assessment but are important in the current program.

condition three

In those areas that rated higher on the current status assessment than on the desired outcomes assessment (the Non-Student Outcome area in our example), a decrease in the amount of counselor time spent in the area seems indicated. The most obvious way to accomplish the shift would be to delete some outcomes in this area from the guidance program. When this course is not desirable (remember the cautions mentioned earlier) or is not feasible given the requirements of the school system, the responsibility for accomplishing outcomes in areas ranked lower on the desired outcomes assessment than on the current status assessment may be assigned to someone whose training and experience is more appropriate than the counselor's (perhaps a paraprofessional). Tasks and roles for guidance paraprofessionals will be the subject of package number 8 of this series. Alternatively, counselors may be able to find ways to become more efficient in the use of their time and the time of other personnel in the counseling office. In this way, the same number of outcomes could receive attention, but a decrease in the actual amount of counselor time spent on them could be accomplished.

When a clear strategy for resolving discrepancies in

the current and desired percent of counselor time expended in an area is not apparent to the planning team, they still have several alternatives for identifying appropriate program changes. Counselors' efforts to help students achieve certain outcomes within an area may be evaluated to determine if counselors' time spent there is actually effective. Knowing if counselors' efforts really do help students achieve the outcomes in question will help in decisions related to altering the percent of counselors' time spent in an area.

other alternativ

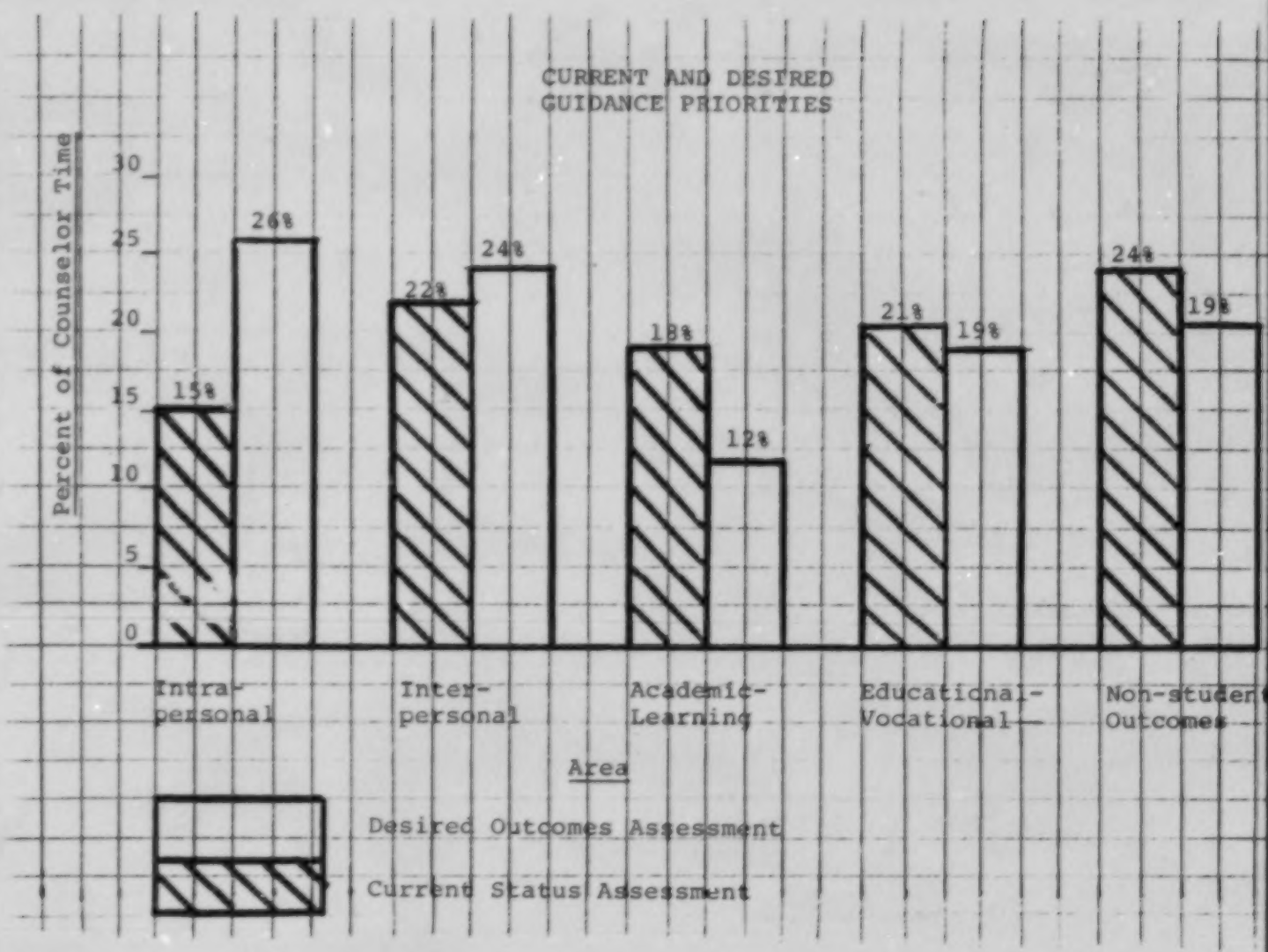
Specifying the relationship between outcomes and counselor activities is another way to contribute to the specification of program changes. It may be that counselors are spending time in an area with no clear idea of what they are trying to accomplish. If the results expected of an effort are known it may become easier to determine if the time spent on that effort should be increased or decreased.

One thought to keep in mind in carrying out this process of identifying strategies for resolving discrepancies is that no neat, mechanical formula exists for making these determinations. The data from the current status assessment and desired outcomes assessment should provide valuable input for such decisions, but such information is only information. It cannot weigh all the complex factors and make the appropriate decisions. Ultimately the definition of program priorities will have to come from those considering the evidence and able to make the sensitive judgments necessary.

STATING PROGRAM CHANGES

When the planning team has decided on the various strategies it will recommend for increasing, decreasing, or shifting emphasis in areas of guidance program effort to resolve discrepancies between current and desired priorities, it has determined program needs. These should be recorded. The rationale for each need should also be documented to facilitate the evaluation of the planning process. If accepted by the advisory group, this record will become the blueprint for improved guidance programs, that is, programs which are more responsive to student needs, and will supply the raw material for the process of writing student goal statements for these programs.

PROGRESS CHECK



1. Assume that with the information on the above chart the team planning guidance program improvements is responsible for identifying areas in which changes will be planned. Write "ML" on the line in front of the areas in which the team will be "most likely" to recommend shifts in emphasis, "L" in front of those areas in which changes are "likely" to be suggested, and "LL" for areas where changes are "less likely." (pp. 18-21)

_____ a. Intrapersonal

_____ b. Interpersonal

_____ c. Academic-Learning

_____ d. Educational-Vocational

_____ e. Non-student Outcomes

Current Status Assessment Results

Items within the Intrapersonal Area	Percent of Counselor Time
D-26	18
D-5	18
D-13	16
D-8	15
D-6	14
Others	19

Desired Outcomes Assessment Results

Items within the Intrapersonal Area	Percent of Counselor Time
D-8	22
D-26	18
D-13	17
D-2	14
D-30	12
Others	17

2. The two sections presented above are from summary reports of the current status assessment and the desired outcomes assessment conducted for the same program used as an example in question 1. What program change strategies would you recommend for the Intrapersonal area of this program? (pp. 24-28)

   a.

   b.

   c.

ANSWER KEY

1. a. ML
   b. LL
   c. L
   d. LL
   e. L

2. a. Increase counselor emphasis on D-8 and perhaps on D-13 and D-26.
   b. Add outcomes D-2 and D-30 to the guidance program.
   c. Decrease counselor emphasis on D-5 and D-6.

GROUP ACTIVITY

Meet for about an hour with several of your fellow planners/ counselors. Take a half an hour to brainstorm changes you would recommend for improving guidance programs in your school or district. Indicate areas of guidance effort (and specific outcomes within areas, if there is time) where emphasis should be increased or decreased. Also consider in which areas effort should be refocused, which (if any) outcomes should be added to the programs, and where evaluation of activities or the specification of outcomes related to activities should be suggested. At the end of the half hour, summarize and record your decisions.

Now obtain the summary report of the actual recommendations of the planning team that analyzed the current status assessment and desired outcomes assessment in your school or district. Compare their decisions and rationale with yours. Where there are discrepancies, go back to the data produced by the two assessments to see why the planning team made the recommendation that it did.

WRITING PROGRAM GOALS

In 1968 Robert E. Campbell of the University of Ohio published the results of a nationwide survey of guidance services in secondary education. This survey reached 48 states and 6,484 respondents. The number one recommendation made in the report is as follows:

> The root problem seems to be one of selecting for the guidance program a set of appropriate goals which are attainable within the current and projected resources of the school.
>
> The conclusion seems inescapable: if guidance programs are to be effective in meeting service needs with limited resources, they must be designed systematically and realistically to achieve a set of clearly stated objectives selected from a much larger set of possible objectives. (Robert E. Campbell: 1968)

It is to this goal that the planning activities to this point have been directed, and it is at this point that the crucial step of writing program goals (and from these, student performance objectives) occurs.

definition of program goals

Program goals are not the activities one conducts in a guidance, counseling, or placement program, nor even the specific, concrete objectives one measures progress toward to determine program effectiveness. Rather they are the global statements of outcomes around which the program is structured.* While it may take dozens or even hundreds of performance objectives to specify concrete, measurable

*See REFERENCES Section

outcomes, 20 or 30 program goals should be sufficient for any program. Look at the following examples to develop an understanding of what a program goal entails:

PROGRAM GOAL STATEMENTS

To help the student to acquire the skills and insights necessary to study better.

To help the student to understand his abilities, interests, and other characteristics.

To help the student to be more skillful in making decisions and solving problems.

As can be seen from these, the goal defines a broad area of concern. It does this in a way that makes the program the subject (stated or implied) of the sentence. But the goal statement is nevertheless clearly designed around the student. This aids in the subsequent process of defining observable, measurable objectives. It also suggests the correct emphasis for program goals. They should relate whenever possible to student outcomes.

The relationship between a program goal and a student goal is a simple one. Basically, student goals are program goals with students as the sentence subjects instead of the objects. Notice how each program goal in the last paragraph actually defines a student goal. To turn these program goals into student goals one simply rephrases them to read:

To acquire the skills and insights necessary to study better.

To better understand one's abilities, interests, and other characteristics.

To be more skillful in making decisions and solving problems.

writing program goals

The desired outcomes that ranked high in the desired outcomes assessment form a convenient basis for writing goal statements. However, the set of goal statements you write for your improved guidance program should cover more than what is presented in the five to eight top ranking statements in each of the five areas of guidance effort. Each high ranking desired outcome should be represented in a goal statement, of course, but other desired outcome statements should be incorporated too if the program is to be built from a comprehensive foundation. You should survey all desired outcomes in an area, combine those that are logically related, and write broad goal statements for that area. As you write goal statements, be careful to keep in mind the importance of the desired outcomes statements represented in each goal. This information will be useful later when priorities must be assigned to goal statements.

grouping goals

Writing program and student goals leads to the problem of identifying commonalities and establishing groupings among the goals. It is more sensible, for example, to have five major categories of goals with five goals each than to have 25 unrelated goals. Many structurings are possible. Ultimately the best way to decide on those that are the best for your own program is to look at the important goals you have determined and see what directions and categories they define. But certain models and suggestions have been developed which may be helpful in this regard.

One such model, developed by American Institutes for Research (AIR), divides the concept of "career" into six

areas and allows all goals (and subsequent objectives) to be classified into one of the six career areas. They are as follows:

grouping example #1

Vocational Planning--Behaviors related to exploring and making decisions concerning both opportunities in the world of work and personal characteristics related to such opportunities.

Educational Planning--Although often related to vocational behaviors, behaviors in this area involve exploring and pursuing educational opportunities independent of, or not immediately having, vocational concomitants.

Personal-Social Development--Intrapersonal competencies needed to function effectively as an independent person and interpersonal behaviors needed in small group situations, including two-person relationships.

Learning How to Learn--Behaviors involved in handling difficult situations and varied learning tasks more effectively and efficiently in varied settings, not just in the formal classroom.

Social Responsibility--Behaviors differentiated from those in the social behaviors area because they are appropriate to larger groups of people and to secondary (e.g., government) rather than primary (e.g., family) social systems.

Leisure Time Use--Behaviors utilized in the exploration of leisure, cultural, recreational pursuits and behaviors involved in exploring one's personal characteristics related to such pursuits, making decisions on the basis of such information, and pursuing one's involvement in available opportunities.

This model is especially convenient, since it is similar to the one recommended for structuring the desired outcomes assessment and the current status assessment.

A second model*, developed by the California Personnel and Guidance Association, establishes three major categories of career guidance, and additional subcategories within these. Each category represents a broad area of learning content necessary to help students develop work, life style, and leisure satisfactions and achieve desirable societal outcomes.

grouping example #2

BASIC COMPONENTS AND CONCEPTS
OF THE CAREER GUIDANCE MODEL

1.0 Career Planning and Decision Making
- 1.1 Individuals differ in their interests, aptitudes, abilities, values and attitudes.
- 1.2 The understanding, acceptance and development of self is a lifelong process and is constantly changed and influenced by life experiences.
- 1.3 Environment and individual potential interact to influence career development.
- 1.4 Individuals must be adaptable in a changing society.
- 1.5 Career planning should be a privilege and responsibility of the individual.

2.0 Education, Work and Leisure Alternatives
- 2.1 Knowledge and skills in different subjects relate to performance in different work roles.
- 2.2 There is a wide variety of occupations which may be classified in several ways.
- 2.3 Societal expectations influence the nature and structure of work.
- 2.4 There is a relationship between the commitment to education and work and the availability and utilization of leisure time.
- 2.5 There are many training routes to job entry.

3.0 Life Styles and Personal Satisfactions
- 3.1 Work means different things to different people.
- 3.2 Job satisfaction is dependent on harmonious relationships between worker and work environment.
- 3.3 Job specialization creates interdependency.

*See REFERENCES Section - Career Goal Models

A third and somewhat more traditionally oriented model,* classifies program goals partly according to the vehicle of help. This approach identifies four major types of services the guidance and counseling program may provide, and suggests possible subcategories within these areas.

grouping example #3

I Direct Help (Counseling with Students)	II Indirect Help (Consulting with Parents and Teachers)
1. Individual Sessions on: A. Drug Abuse B. Peer Conflict C. Family Conflict D. Pregnancy E. Self-awareness 2. Group Sessions on: A. Interpersonal relationships B. Sex C. Drugs D. Family Problems E. Decision Making	1. In-service Sessions with Teachers 2. In-service Sessions with Parents 3. Parent/Teacher Conferences 4. Test Interpretation 5. Occupational Information 6. Educational Information 7. Curriculum Revision
III **Post-High School Preparation**	**IV** **Administration/ Coordination**
1. Post-Secondary Education 2. Occupational Information 3. Educational Placement 4. Job Placement 5. Test Information 6. Decision Making 7. Values	1. Orientation 2. Records 3. Testing 4. Evaluation 5. Registration 6. Scheduling 7. Placement (Educational and Vocational)

*See REFERENCES Section -- Career Goal Models

Other models exist, many of them useful and worthwhile. Your job is to select or develop the one that best meets your own needs and structures your goals in the way that will be most useful.

A part of categorizing goals and fitting them into an overall plan is assigning them priorities. And a key element of assigning appropriate priorities is establishing sensible and consistent criteria for determining importance. Example criteria might include: chronological order of occurrence of students' needs, degree of severity of the needs, student interest levels, number of students involved, fiscal constraints, available facilities, and supply of qualified staff.

assigning priorities to goals

Criteria selection is critical in the prioritizing of goals, and it should be conducted in concert with the students and parents whose interests are being served. In an optimal situation where few constraints have to be placed upon this decision making process, individual students' needs should be stressed as much as possible. As the number of constraints increases, it may become necessary to focus programs primarily on the needs of the largest or most representative groups of students. In any event, the rationale underlying such decisions should be made explicit and the participants who will be most affected by the decisions should be informed of the alternatives available and should be involved in the choices that have to be made.

sequencing goals

Another consideration related to classifying and prioritizing program and student goals is that of sequencing them.

Some will follow others chronologically, and this arrangement should be determined and indicated. In terms of student actions, a useful sequence begins with youth collecting and comprehending relevant information, synthesizing information from diverse sources, making decisions based on this integration, and acting on the basis of these decisions. A paradigm useful in employing this sequence is summarized on the next page.

articulating goals

Another consideration in developing a high quality set of program and student goals, once they are written, grouped, prioritized, and sequenced, is that of articulating them across the various grade levels and ages included. Those goals appropriate for third graders, for example, will need to be coordinated with those appropriate for seventh graders, and the seventh grade ones coordinated with high school goals. If separate task forces have been working with the desired outcomes assessment data and have arrived at goal statements and performance outcomes for separate grade levels, or groups of grades, some exchange must take place among the various task forces in order to obtain a flow or "developmental sequence" from the elementary grades through junior high and into senior high school. If two grade levels have identified the same top priority need, decisions will have to be made about exactly where this need would be most appropriately addressed. Within a school district, the optimal condition of a guidance system is to have a smooth flow of programs across the various grade levels. This will

General Process Skills	Specific Problem-Solving Behaviors Grouped by Behavioral Skill Areas
A. Planning Emphasis--Decision making and performance activities are involved in these problem-solving behaviors but the emphasis is upon using a planned approach to understanding the problem and gathering information on it in order to expedite subsequent problem-solving activities.	1. Perceiving, delineating, and committing to work on, the problem. a. Perceiving a personal problem when it exists. b. Inhibiting the tendency to respond impulsively, passively, or by avoiding the problem. c. Stating the conditions that would exist if the problem were resolved. d. Specifying discrepancies between current personal status and those levels that would exist if the problem were resolved. 2. Searching for, evaluating, and utilizing the information. a. Formulating a strategy for searching for information relevant to the problem. b. Knowing and evaluating sources of information. c. Efficiently utilizing the sources of information. d. Evaluating the reliability and accuracy of information received and its relevance to the problem. e. Being willing to consider new information relevant to the problem even when it conflicts with that presently held.
B. Decision-Making Emphasis--planning and performance activities are involved in these problem-solving behaviors. Planning skills are ones which are particularly important following the decision-making activities implemented here.	3. Generating and considering multiple alternative problem solutions. a. Generating several viable courses of action or alternative solutions to the problem. b. Knowing possible outcomes associated with each alternative. c. Calculating the subjective and objective probabilities of each outcome's occurrence. d. Using some personal standards or criteria for determining the desirability of possible outcomes. e. Considering each alternative in light of the information gathered on its possible outcomes and in relation to the conditions that would exist if the problem were resolved. 4. Selecting the most desirable alternative problem solutions and formulating plans for implementing these alternatives. a. Knowing and considering various rules or philosophies for selecting an alternative problem solution. b. Selecting a preferred alternative problem solution to be implemented and knowing the rationale for the choice of this alternative. c. Selecting, and knowing the rationale for the selection of, a second alternative problem solution to be used in case certain contingencies arise thwarting implementation of the first choice alternative. d. Detailing a plan for carrying out the preferred alternative problem solution. e. Knowing some conditions under which the second alternative problem solution might be implemented.
C. Implementation Emphasis--activities here involve what has been referred to as "student managed performance." However, decision making (relative to evaluating one's problem-solving behavior) and planning (relative to revising or changing plans for implementation) are both involved in these activities.	5. Implementing specific plans related to selected alternatives. a. Until such time as other plans appear more appropriate, exhibiting the behaviors necessary to implement the plan for the chosen alternative. b. Correctly judging whether the plan of implementation should be modified, or replaced with a plan for implementing the second choice or other alternative. c. Implementing a plan for the second or other alternative as a result of information collected while acting on the preferred alternative. 6. Analyzing the process and product of problem solving. a. Ascertaining if the problem has been satisfactorily solved by comparing present conditions with those previously specified for problem solution. b. In terms of the model presented here, analyzing the positive and negative aspects of the behaviors emitted during the problem-solving process. c. In terms of the previously specified conditions for problem solution, analyzing the positive and negative aspects of the solution and the results of the problem-solving process. d. Knowing what has been learned (i.e., principles and techniques) that will be of help e. Applying these principles and techniques

assure the most efficient and appropriately timed help for students, and will eliminate wasteful duplication.

review of goals

Finally, while all of these steps are being carried out, a monitoring process should go on to assure that each is conducted in the most efficient and thorough way possible. And once the goals are drafted, grouped, prioritized, sequenced, and articulated across various grade levels, some final check should be made to assure their quality, appropriateness, and usefulness. The advisory group is one excellent source of review in this regard. It may also be useful to have various teachers, administrators, parents and even students, either as interested individuals or through some more structured approach, check the goals to make sure they contain no obvious gaps or flaws, and are the best possible. Once such a review process has been carried out, you should have a set of goals you can depend on, and which should provide fundamental and invaluable direction for your program. The next step is to go on to the process of writing student performance objectives and translating the goals into observable, measurable terms.

PROGRESS CHECK

1. Fill in the blank.

   a. A _____goal defines a broad area of student competence in a way that makes the program the stated or implied subject of the sentence. (p. 33)

   b. A _____goal is essentially the same except that the student is the stated or implied subject of the sentence. (p.

   c. A student _____(two words) describes a specific measurable behavior that contributes to achieving a student goal. (p.

2. Put an "X" on the blank in front of the seven phrases in the list below which represent the most important characteristics of a high quality set of program goals. (pp. 34-41)

   _____ a. has been reviewed and accepted by advisory groups

   _____ b. is comprehensive

   _____ c. identifies activities to be conducted in a program

   _____ d. is sequenced by a personal problem solving paradigm or other rationale

   _____ e. specifies concrete measurable behavioral outcomes

   _____ f. includes high ranking desired outcome statements

   _____ g. is ranked according to priority by stated criteria

   _____ h. contains at least fifty items

   _____ i. is articulated across grade levels

   _____ j. describes the number and type of resources that will be required

   _____ k. is grouped according to an appropriate model

ANSWER KEY

1. a. program b. student c. performance objective

2. a, b, d, f, g, i, k.

GROUP ACTIVITY

Meet with several of your fellow planners/ counselors to discuss the relative advantages and disadvantages of the four models for grouping and/or sequencing goal statements. If enough individuals are available, assign one person to be the advocate for each model. Schedule four presentations in which the advocate: a) describes and explains the model he supports, and b) lists and elaborates the advantages of his model. During each of the presentations the other advocates should listen and make lists of the disadvantages of each model as compared to theirs. After the presentations, the disadvantages of each model should be discussed in turn, and each advocate should attempt to respond to the points raised. In the final activity, have the participants step out of their roles as advocates for a particular model and choose the model that best fits the situation in their school or district. Be sure to record the main points of the presentations and discussions for use when you must actually choose a model for organizing the goals of the program you are developing.

WRITING STUDENT PERFORMANCE OBJECTIVES

One of the most difficult steps in the whole planning process is getting from program and student goals to performance objectives. While the former are global and general, the latter must be specific and concrete. While the former may simply define an outcome, the latter must indicate specific, observable behaviors which contribute to the outcome. While the former may be lofty and inspiring, the latter must be scientific and precise. While the former will never be directly tested, the latter will undergo constant testing. No phase of program development is more crucial than writing a set of high quality, usable performance objectives.

REALMS OF OBJECTIVES

One of the first problems you will encounter in going from goals to objectives is deciding what realms of human activity you wish to include. There are three classical groups of educational objectives: cognitive, affective, and psychomotor. To summarize these:

Cognitive objectives refer to knowledge outcomes.

Affective objectives refer to outcomes involving expressed attitudes and feelings.

Psychomotor objectives refer to skill outcomes which involve some type of physical action.

During some phase of your own training, you will probably have had some exposure to Bloom's taxonomy.* You have

*See REFERENCES Section

probably forgotten the details of the taxonomy, but it should be useful to review.

cognitive domain

The Cognitive Domain is divided into six parts:

1. Knowledge is defined in the taxonomy as the ability to recall specifics and universals. Measurement of this ability simply involves determining whether or not students can recall appropriate material.

2. Comprehension represents the lowest level of understanding. If the student can translate or interpret information so that he can show that he comprehends it, we say that he has achieved this level. For example, he can explain a bar graph in words.

3. Application requires the ability to apply abstractions to particular problems. A student demonstrates the ability to apply the formula for area when he can determine the area of a room. He knows the formula when he can repeat it; he comprehends it when he can put it into words; he applies it when he solves a problem.

4. Analysis is the procedure by which a communication is broken down into its relevant parts. This allows the student to perceive the connections among elements of a communication and to determine how these elements relate to each other in giving coherence to the whole.

5. Synthesis involves a process whereby elements of a problem are stitched together to form a unique response. It usually takes the form of a plan or proposed set of actions that lead to the formulation of specific propositions.

6. Evaluation requires a judgment about a process or product. In order to perform such a judgment, the student must be able to carry out all of the preceding steps. He must know the criteria on which judgment is based, comprehend their meaning, apply them to the problem, analyze elements of the problem, synthesize his findings into a specific communication, and evaluate the product and process by arriving at specific conclusions.

Obviously, objectives can be drafted on all these levels, and some levels will be more appropriate than others in given situations.

affective domain

The Affective Domain has, until recently, been largely neglected by educators. This is probably so because it is more difficult to specify and because it often has political implications. On the other hand, it is probably stress in this area that makes education more personally meaningful, and so it should not be neglected. Many books are now available which provide a comprehensive description and show how affective objectives can be applied to apecific areas. The five divisions of the Affective Domain are:

1. Receiving. This involves the learner's sensitization to the existence of certain phenomena and stimuli, his willingness to receive them.

2. Responding. At this slightly higher level, the learner is doing something with or about the phenomenon besides merely perceiving it.

3. Valuing. At this level the individual assigns worth, either as a result of his own assessment or, more likely, through social conditioning and internalization.

4. Organization. As values multiply, they will conflict. Thus one needs a system into which values may be organized, and the establishment of dominant and pervasive values.

5. Characterization By a Value or Value Complex. At this level of internalization the values are internalized and organized, and contribute to an individual's personal characteristics and philosophy of life or world view.

Again, objectives may be drafted on all five levels, and the level most appropriate to a given situation should be chosen.

psychomotor domain

The Psychomotor Domain has not received as much attention in the literature as have the previous two. Perhaps this is so because it applies to a more restricted aspect of school activities--activities during early childhood, physical education, and motor activities such as typing and handling tools and equipment in a shop. Psychomotor activities may be categorized into five levels:

1. Imitation (of a social model's behaviors).
2. Manipulation.
3. Precision.
4. Articulation.
5. Naturalization.

If your educational concern is related to motor activities, you should familiarize yourself with this taxonomy.

personal and social behaviors

The classical categories can be expanded to include a fourth important domain--"personal and social behavior." This domain includes eight categories:

1. Self-responsibility.
2. Initiative.
3. Honesty.
4. Consideration for the feelings of others.
5. Rules and conventions.
6. Contribution to the group.
7. Independence.
8. Response to difficult situations.

On pages 50 & 51, Please look at the Flanagan Performance Record (as adapted by the Youth Development Research Program of the American Institutes for Research). Positive examples of personal and social outcomes are printed on one side of this form while negative examples are printed on the other side.

appropriate number of objectives

An issue that becomes apparent in considering all the different realms and levels on which objectives may be written is that of how many objectives one is going to produce for each goal. Clearly, if one were to write several objectives in every realm on every level for each goal, he would soon have thousands of objectives, and might well be swallowed up while losing all the benefit of clear direction the objectives should be providing. On the other hand, the more precisely and completely the program goals can be spelled out in measurable objectives, the more likely it is they will be successfully achieved. No pat formula exists for defining the exact number of objectives for a program. But certain factors may be kept in mind. First, the program should limit its efforts to those goals it can reasonably and successfully manage, as the Campbell study quoted on page 32 so clearly showed. Second, not all goals have appropriate objectives in more than one realm or on more than one level. Some are quite limited by their very nature. Third, even if it's possible to define hundreds of objectives for a particular goal, they probably won't all be appropriate to the program, students, locale, personnel, and available resources in question.

It is an important part of objective writing to develop those objectives that best fit the particular situation. If this means having to choose a few from among many possibilities, the best course is to pick a representative sample that fairly and appropriately covers the ground in question. In actual numbers, a loose rule of thumb is from five to ten objectives per goal. But the best gauge is the considered judgment of the people working in the situation in which the objectives will be used.

BEHAVIORS TO BE ENCOURAGED

1. *TO DEAL EFFECTIVELY WITH DIFFICULT SITUATIONS*

   A. Handled threatening criticism or punishment in a calm and constructive manner.
   B. Complied readily with appropriate conditions of punishment.
   C. Handled teasing, attacks of others in a humorous or unruffled manner.
   D. Displayed good taste and manners in a difficult situation.
   E. Demonstrated ability to perform task which the student has previously reported as stressful.
   F. Handled failure in a constructive manner.

2. *TO CARRY THROUGH ON ASSIGNED AND AGREED-UPON TASKS WITH RESPONSIBILITY AND EFFORT*

   A. Started assigned tasks promptly.
   B. Carried out assigned task without reminder or support from others.
   C. Completed learning tasks or play activities in spite of interference from other students.
   D. Did unusually thorough job on assigned task.
   E. Continued beyond requirements of assigned or agreed-upon task.
   F. Used AV media or books more than required by assigned or agreed-upon task.
   G. Planned and completed a strategy or a schedule involving several tasks.

3. *TO SHOW INDEPENDENCE, INITIATIVE, AND ORIGINALITY*

   A. Worked out satisfactory solution when faced by unfamiliar or unexpected situation.
   B. Developed appropriate solution for required activities previously reported as uninteresting but not stressful.
   C. Verbally demonstrated independent thinking in face of verbal opposition to his ideas.
   D. Asked teacher or fellow student questions in an attempt to relate current content to previously learned concepts.
   E. Sought additional work or asked to make up work that he could have easily avoided.
   F. Made up poem, song, or carried out original project.
   G. Volunteered on his own to try to learn a special skill which was not a required assignment.

4. *TO SHOW HONESTY AND INTEGRITY*

   A. Admitted own errors and made amends for them.
   B. Admitted learning mistake and worked to correct it.
   C. Admitted responsibility for behavior which violated rules (e.g., of conduct, work, or health habits).
   D. Verbally apologized to another person.
   E. Called attention to own errors, etc., that would have been to his advantage to ignore.
   F. Returned money or articles found.

BEHAVIORS TO BE ENCOURAGED - Con't.

5. *TO SHOW CONSIDERATION FOR THE FEELINGS OF OTHERS*

   A. Shared or took turns with someone.
   B. Helped to assure that others were not left out.
   C. Helped another person to participate in learning or play activity.
   D. Aided another person who was not feeling well or who was physically hurt.
   E. Helped handicapped student to participate in learning or play activities.
   F. Provided something for or gave up something to help another.
   G. Cheered up, complimented, or encouraged another person.
   H. Showed respect in making suggestions to another person.
   I. On his own initiative interceded for another person who was being criticized or taken advantage of by others.

6. *TO CONTRIBUTE TO GROUP INTERESTS AND GOALS*

   A. Provided something for special needs of group.
   B. Volunteered on his own information which contributed to completion of a group discussion or project.
   C. Volunteered on his own to help to organize group activities.
   D. Helped to clean up, arrange, or make special preparation for group activity.
   E. Notified others of special plans to complete an assignment and carried out those plans.
   F. Contributed to completion of group task by serving effectively as chairman of group.

7. *TO DEAL EFFECTIVELY WITH RULES, CONVENTIONS, AND TEACHER SUGGESTIONS*

   A. Obeyed rules or teacher suggestions when verbally encouraged by another person to disobey them.
   B. Protected public property when another was attempting to destroy it.
   C. Took special care of the personal property of others.
   D. Accepted responsibility and made immediate efforts to carry out teacher suggestions (e.g., to improve conduct, work, or health habits).
   E. Challenged rules or teacher suggestions by explaining his understanding and viewpoint of them.
   F. Encouraged another person to comply with rules or teacher suggestions in order to protect the rights and property of others.

BEHAVIORS TO BE IMPROVED

8. TO DEAL EFFECTIVELY WITH DIFFICULT SITUATIONS

A. Reacted to teacher suggestions by crying, door slamming, calling teacher names.
B. Reacted to suggestions, punishment, or teasing with running away from situation, hiding face, etc.
C. Feigned sickness or gave excuse or destroyed work to avoid distasteful situation.
D. Cried, complained, or was upset over small matter.
E. Reported nervousness in new or unfamiliar situation.
F. Due to stress, withdrew from group activity.
G. Reported high nervousness in test situation.
H. Test performance poorer than class performance.

9. TO CARRY THROUGH ON ASSIGNED AND AGREED-UPON TASKS WITH RESPONSIBILITY AND EFFORT

A. Did not even start on assigned or agreed-upon task (e.g., learning activity or test).
B. Dawdled or was late in starting task (e.g., tardiness).
C. Had to be reminded by others to complete assigned or agreed-upon task.
D. Performed task in superficial and incomplete manner.
E. Did not organize and recall information from resources when required.
F. Did not use book(s) or AV media when required by assigned or agreed-upon task.
G. Did not follow directions for assigned or agreed-upon task.
H. Did not complete task (e.g., learning activity or test) according to instructions.

10. TO SHOW INDEPENDENCE, INITIATIVE, AND ORIGINALITY

A. Was unable to work out plan of action when faced by unexpected or unfamiliar situation.
B. Reported lack of interest in or complained about activities and made no attempt to work out a solution.
C. Yielded in face of verbal opposition to his ideas.
D. Requested help from others on very simple task.
E. Had to be told to undertake something that obviously needed doing.
F. Was unable to show originality by developing even a very simple idea when presented to him.

11. TO SHOW HONESTY AND INTEGRITY

A. Cheated in class or game.
B. Changed grades, altered records, etc.
C. Took property of others.
D. Kept lost money or articles when found.
E. Told a falsehood.
F. Blamed others for own mistakes or misbehavior.
G. Denied mistake or wrongdoing.
H. Declined to accept responsibility for own learning mistakes.

BEHAVIORS TO BE IMPROVED - CON'T.

12. TO SHOW CONSIDERATION FOR THE FEELINGS OF OTHERS

A. Refused to take turns or share with others.
B. Refused to allow another person to participate in play activities.
C. Refused to help another person with learning or play activities.
D. Refused to aid another person who was not feeling well or who was physically hurt.
E. Struck, pushed, spit on, threw things at, or interfered with another person.
F. Tattled on another person.
G. Played tricks on another person.
H. Called another person a name.
I. Laughed at the mistakes of another person.
J. Used sarcasm and disparaging remarks in making criticisms and suggestions to or about another person.
K. Poked fun at another person.
L. Referred to another's race, religion, appearance, handicap, or nationality in a disparaging manner.

13. TO CONTRIBUTE TO GROUP INTERESTS AND GOALS

A. Did not participate but did attend a group activity.
B. Complained about or refused to participate in group activity.
C. Complained about or refused to help clean up, arrange, or make special preparations for group activity.
D. Attempted to avoid doing his share of group's work.
E. Did not contribute to completion of group task while serving as chairman of group.
F. Disrupted and annoyed the group.
G. Verbally interrupted or answered for others during group activity.
H. Failed to notify others of plans.

14. TO DEAL EFFECTIVELY WITH RULES, CONVENTIONS, AND TEACHER SUGGESTIONS

A. Did not comply with rules or teacher suggestions (e.g., for conduct, work, or health habits).
B. Complained about rules or teacher suggestions (e.g., for conduct, work, or health habits).
C. Verbally encouraged another person to disobey or to complain about rules and teacher suggestions.
D. Lost, wasted, or failed to care for supplies, money, etc.
E. Destroyed or mutilated personal or public property.

PROGRESS CHECK

1. List the four main domains into which objectives may be categorized. (pp. 44-47)

   A.

   B.

   C.

   D.

2. The components of the four domains are scrambled in the list below. Indicate the domain which includes each by placing the letter you have that domain in question 1 in front of each component. (pp. 44-47)

   a. ____Valuing
   b. ____Contribution to the group
   c. ____Knowledge
   d. ____Naturalization
   e. ____Honesty
   f. ____Manipulation
   g. ____Analysis
   h. ____Rules and conventions
   i. ____Receiving
   j. ____Application
   k. ____Articulation
   l. ____Response to difficult situations
   m. ____Comprehension
   n. ____Self-responsibility
   o. ____Characterization
   p. ____Precision
   q. ____Initiative
   r. ____Evaluation
   s. ____Organization
   t. ____Independence
   u. ____Imitation
   v. ____Synthesis
   w. ____Consideration for the feelings of others
   x. ____Responding

3. Imagine you have written 10 goal statements for a guidance program you are designing. Approximately how many objectives are you likely to develop? (p. 48-49)

   a. 5-10
   b. 15-25
   c. 30-45
   d. 55-75

Answer Key on next page

ANSWER KEY

1. A. Cognitive B. Affective C. Psychomotor D. Personal and social behavior

2. (Note: If your responses to question 1 are not in the order given above, adjust the correct answers to question 2 before scoring your responses.)

a. B b. D c. A d. C e. D f. C g. A h. D i. B j. A
k. C l. D m. A n. D o. B p. C q. D r. B s. A t. D
u. C v. A w. D x. B

3. d

COMPONENTS OF OBJECTIVES

The most important difference between a goal and an objective is that the latter must be behavioral and measurable. If one is not dealing with behaviors, he is not dealing with objectives. A convenient means of determining whether a statement deals with a behavior is the "Dead Man Test." This test states that if a dead man can perform the description under question, it is not "behavior." For example, a dead man can appear to look frustrated, look at a book, or he can even sit in a chair, but he cannot hit someone over the head with a book, or achieve a certain score on a test. If you want to know whether or not a given description is a behavior, just ask yourself, "Can a dead man do it?" If a dead man can do it, the description in question is not a behavior upon which an objective might be developed.

dead man test

Which one of the following descriptions passes the Dead Man Test?

a. Looking sad

b. Sitting at a desk

c. Being unmotivated

d. Raising his hand

A dead man could do a, b, or c, but not d; thus d is the correct answer.

A useful way to be sure your objectives deal with behaviors and pass the Dead Man Test is to use action verbs in them. If you require your subject to "identify," "organize," or "demonstrate" you will avoid the pitfalls of vague unmeasurables such as "knowing," "understanding," and "realizing." Look over the list of action verbs below which are useful in describing what students will be able to do as the result of an intervention.

discriminate	give evidence	separate (group)
identify	apply (use)	design
recognize	make inferences from	relate
sort	choose (from a list)	compare how
classify	identify appropriate	contrast
match	interpret	identify evidence
distinguish	operate	perform
compute	define	list
calculate	record	draw
explain	describe	organize

discuss	make	demonstrate
state	write	predict (e.g., reactions)
construct	name	

Note how the action suggested by each of these verbs answers the question: What should a person be able to do to show that an objective has been reached? such "acts" involve a performance which demonstrates a skill, a knowledge, a personal or social behavior, or an attitude. A more extensive list of verbs useful in writing objectives can be found in Robert Kibler's book included in the list of references at the end of this module.

components of objectives

While behaviors are a necessary component of objectives, they are not sufficient by themselves. Objectives should also include a statement of who is expected to perform the behavior, and an indication of what evidence will be accepted as proof the objective has been attained. Some discussion of these points should help clarify them.

Few objectives are relevant to everyone. Those appropriate for third graders probably won't be for seventh graders, and those for seventh graders probably won't be for tenth graders. Some objectives may apply in one school and not another, to one sex and not the other, to a minority group or majority group and not the other, to a group at one ability level and not another, to a group with a particular set of interests, ad infinitum. Thus one of the first steps in writing an objective is defining the population for which

the objective is appropriate and intended. "All graduating seniors will be able to define a first choice and two alternative choice activities for the following year" is far more useful and meaningful than it would be without the "all graduating seniors" defined.

Another key aspect of a good objective is a definition of how it is to be measured. For example, is a behavior to be casually observed by a teacher during a classroom discussion, measured by multiple-choice test, gauged through a conversation with a counselor, judged by an expert of some sort, or determined by the student himself. In the example in the last paragraph, measurement strategies might be any of the following:

1. As determined by the student's own assertion to a counselor.
2. As determined by a school counselor in a counseling session with the student.
3. As determined by a parent's note asserting that such plans have been made.
4. As determined by a checklist the student must fill out before graduation.
5. As determined by a description the student will prepare as homework and hand in.
6. As determined by a description the student will write in a school class.

Each example implies something different about what the student can and has done. Simply stating an action or behavior for an objective usually leaves it too vague. Adding a description of how it will be measured removes this vagueness by indicating the type of evidence that

will be accepted as proof the objective has been attained.

A well-written objective should also include a statement of the criteria which must be met for success. This really involves two variables, the level of performance required and the length of time permissible to achieve this. Must the student score 100% on a test to have met the objective, or only 80%? Will he have 60 minutes to complete the test, or 30 minutes? To extend the example in the last two paragraphs, possible criteria for success for the objective judged under condition number six (description written in a class) might be:

> The description will include the long-term occupational goal of each choice, the expected sources and amounts of financial resources required by or to be gained from each choice, three ways in which each choice matches the student's interests and abilities, and an explanation of why the first choice is best. The description will be written within one 45 minute class.

As illustrated in the preceding paragraphs, a well-written objective should describe three things:

1. A population
2. A behavioral outcome
3. Evidence of attainment

writing objectives

Several suggestions may be useful in writing objectives. First, they need not be limited to one sentence. Often it is easiest and best to indicate the evidence of attainment in a separate section. Second, what is presented in this module is simply a brief overview of the process. Much more extensive instruction is available through a number of books. Several good ones are listed

in the references at the end of the module.

A final suggestion may be helpful. It is almost always frustrating for those unfamiliar with objective writing to undertake it for the first time. It is an activity which requires practice to become skillful, and is often difficult even for the most experienced objective writer. One practice that can often ease the task is to begin by writing just the behavioral part of the objective. It is important, though, to keep the population for which it is intended in mind. This much is a long step forward. It accomplished the fundamental task of translating global goals into observable behaviors. The specific definition of the population and the statement of the evidence that will be accepted as proof of success in attaining the objective can be left for a later stage. These are more closely related to structuring programs than planning them anyway. In fact, the terminal skill you should have gained when you have finished this module entails writing just the behavior outcome. Concentrate on this for now.

DEAD MAN TEST
1. CAN A DEAD MAN PERFORM THIS ACTION?
2. IF A DEAD MAN CAN DO IT, THE ACTION IS NOT A BEHAVIOR.
3. AN EXAMPLE WOULD BE THE RAISING OF A HAND. SINCE A DEAD MAN COULD NOT DO THIS ON HIS OWN, THE ACTION IS A BEHAVIOR AND COULD BE USED TO DEVELOP AN OBJECTIVE.

PROGRESS CHECK

1. Which of the following descriptions pass the Dead Man Test? (pp. 53-55)

   a. Appearing angry

   b. Staring into the distance

   c. Organizing committees

   d. Reciting poetry

   e. Looking confused

2. Place a check mark in the space beside each of the verbs on the following page which suggests an observable action. (pp. 54-55)

   a. _____ identify
   b. _____ enjoy
   c. _____ know
   d. _____ construct
   e. _____ order
   f. _____ summarize
   g. _____ explain
   h. _____ like
   i. _____ label
   j. _____ believe

3. List and briefly define each of the three components of a well-written objective. (pp. 53-58)

   a.

   b.

   c.

4. Separate the following objectives into their three main components. Underline the component you listed as "a" in question 3 once, underline "b" twice and underline "c" three times. (pp. 53-58)

   a. From a list of personal characteristics, the ninth-grade student will correctly identify nine out of ten times examples of abilities, interests and values.

b. The eleventh-grade student will describe how social factors may affect job opportunities in a particular occupational area. In a paragraph, he will state one social factor, and two occupational areas and will explain how the social factor may cause job opportunities to increase in one occupational area and to decrease in the other.

c. The seventh-grade student will apply the five steps of the problem-solving approach to the solution of a personal problem he has identified. He will explain his problem to his counselor and illustrate how he used each step to resolve his problem.

5. Write one behavioral outcome (you may write an entire objective if you wish) for each of the following goal statements. (pp. 53-58)

a. The student will know and understand the various job families and some of the occupations included in them.

b. The student will perform well on job applications and interviews

c. The student will get in touch with his feelings and understand how feelings affect his behavior.

1. c. d.

2. a. d. e. f. g. i.

3. a. behavioral outcome--an observable, measurable action

   b. population--the individual or group expected to perform the behavior

   c. evidence of attainment--the means used to measure success and the level of performance necessary

4. (Note: if your responses to question 3 are not in the order given above, adjust the correct answers to question 4 before scoring your responses.)

   a. From a list of personal characteristics, the ninth-grade student will correctly identify nine out of ten times examples of abilities, interests, and values.

   b. The eleventh-grade student will describe how social factors may affect job opportunities in a particular occupational area. In a paragraph he will state one social factor, and two occupational areas and will explain how the social factor may cause job opportunities to increase in one occupational area and to decrease in the other.

   c. The seventh-grade student will apply the five steps of the problem-solving approach to the solution of a personal problem he has identified. He will explain his problem to his counselor and illustrate how he used each step to resolve his problem.

Answer Key continued on next page.

ANSWER KEY CONTINUED

5. Acceptable answers must pass the Dead Man Test. An example for each goal statement is given below, but many answers are equally correct.

   a. Using a list of job families, the student will name three occupations that are included in each.

   b. The student will complete all portions of the first page of a sample job application form neatly and accurately.

   c. The student will define the term "emotion" by listing four examples of emotions and stating one possible behavior that illustrates each emotion he identifies.

GROUP ACTIVITY

Meet with several of your fellow planners/counselors. Assume it is the task of your group to write a set of objectives to operationalize the goal statement: "To help the student to become more skillful in making decisions and solving problems." Spend fifteen to twenty minutes quickly listing as many student outcomes related to this goal as come to mind. To spark your thinking, consider what a student who is able to make decisions and solve problems can do that another student cannot. When you have a list of outcomes, subject each one to the "Dead Man Test" and as a group revise the ones that do not pass. Now, if time remains, consider ways of organizing your list of outcomes. Bloom's taxonomy and the personal problem-solving paradigm presented on page 40 of this module are alternatives. Try to fit outcomes on your list into the categories of these schemas. This activity is likely to suggest areas where outcomes should be added to your list or revised. Summarize the types of suggestions that result and also the types of problems that your group encounters. Save your list of outcomes and the summary you write. These may be valuable in planning guidance programs for your district.

PLANNING FOR EVALUATION

Building in evaluation of the guidance and counseling program you are developing is the final point to consider in the planning phase of program development. Each program will have several goals and each goal will be operationalized by a number of objectives. To be able to make decisions about the effectiveness of your program you will need to specify certain types of criteria.

setting criteria

Assume you have written your behavioral outcomes for students. They will include criteria which indicate when students have achieved an objective. In addition, you should also indicate what percentage of the objectives related to a goal a student must achieve in order to demonstrate he has achieved that goal. A third step involves specifying what percentage of students participating in a program should achieve a goal for the program to be considered effective in helping students achieve that goal. Finally, you should consider what percentage of its goals a program must effectively help students achieve for the total program to be considered successful.

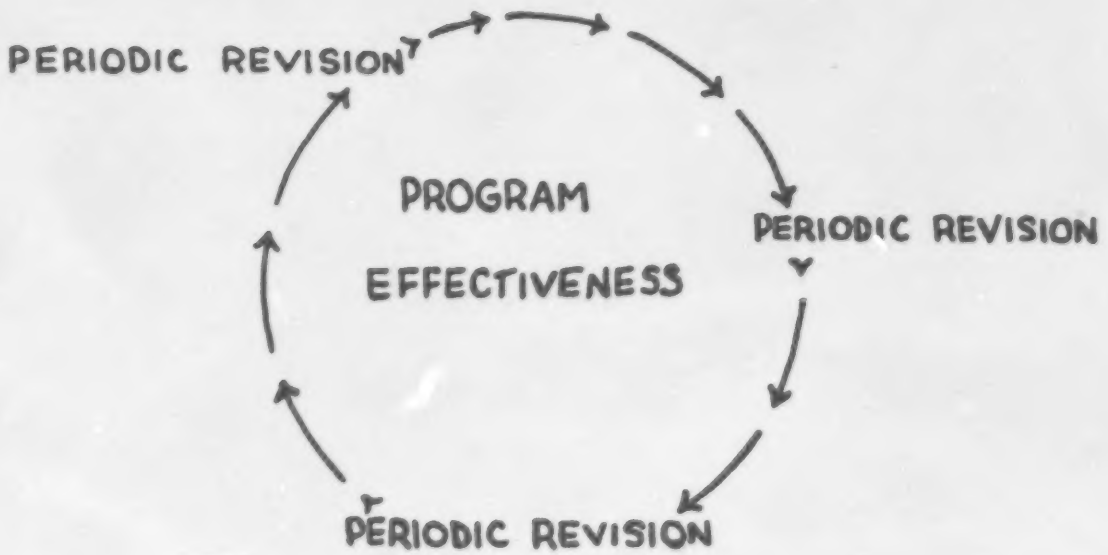
Consider an example. Suppose you had developed a curriculum unit with the goal of helping students to participate more in class discussions. If, at the end of instruction, 75% of the students who received the unit met its criteria for successful participation, would you consider the curriculum unit to be effective, or in need of revision?

And if the unit were one of 10 units in a program on study skills, how many of those units must have done as well to regard the program as effective? Some determination of these things in planning the program is necessary to allow such judgments. If it were specified in advance that eight of the ten units that comprise the program must be shown to be effective, by helping 75% of students to achieve the unit's goal in order to consider the program effective, then the decision could be made sensibly and objectively. This sort of criteria setting for the determination of program effectiveness in the planning stage facilitates decision-making in later stages. The following chart breaks down this process into its four components.

DETERMINING PROGRAM EFFECTIVENESS

	Decision	Sample Criteria
1.	Has the student attained the objective?	Student correctly answers 75% of test items related to the objective. This criterion is part of the student performance objective.
2.	Has the student achieved the goal?	Student attains 75% of objectives related to the goal.
3.	Has the program achieved the goal?	75% of the students who had not achieved the goal before participating in the program achieved it after the program. Control group comparisons suggest that program effects were responsible.
4.	Is the program effective?	The program achieved 75% of its goals.

While it is important to set criteria for program effectiveness, this is not an easy task. There are no standard guidelines, and only experience can produce confidence that the standards set are appropriate and meaningful. Field tests suggest that criteria between 66.67% and 80% are reasonable standards for each of the four decisions listed in the chart. It should be emphasized that for program effectiveness, continual evaluation and periodic revision are integral components.



PROGRESS CHECK

1. List the four types of decisions that must be made to determine program effectiveness. (p. 64)

   a.

   b.

   c.

   d.

2. Put the letter of the type of decision you listed in question 1 in front of the sample criteria that may be used to make that decision. (pp. 64-66)

   _____ A. Four of the five objectives related to better accepting criticism must be attained.

   _____ B. Seventy-five percent of the students must complete 90% of the steps in the decision-making process.

   _____ C. Seventy-five percent of participating students can now express their feelings more openly.

   _____ D. The student must identify the educational requirements for entering occupations in five of seven job families.

ANSWER KEY

1. a. Has the student attained the objective?
   b. Has the student achieved the goal?
   c. Has the program achieved the goal?
   d. Is the program effective?

2. (Note: If your responses to question 1 are not in the order given above, adjust the correct answers to question 2 before scoring your responses.)

   A. b
   B. c
   C. d
   D. a

SUMMARY

In this module, you have learned that selecting personnel, allocating resources, determining schedules, communicating and evaluating are important considerations in the process of determining program needs, and developing goal statements and student performance objectives. You have also been introduced to the steps in this process:

1. Program needs are identified by: a) comparing the summary reports of the current status assessment and desired outcomes assessment, b) identifying discrepancies in expenditures of counselors' time between what is recommended and what exists in areas of guidance program effort, c) selecting strategies for resolving these discrepancies, and d) stating program changes.
2. Goal statements are: a) based upon desired outcome statements and b) organized according to guidance models, priorities, problem-solving sequences, and grade-level articulation.
3. Student performance objectives: a) operationalize goal statements in four realms, and b) have three components.
4. Planning for evaluation necessitates setting four types of criteria.

The Simulation Activity which follows will give you an opportunity to apply the knowledge and skills you have gained to a theoretical situation, and run through each of the steps to practice your

abilities. Next, the Application Procedures will offer suggestions and guidelines for applying your knowledge and skills to your own real-life situation. Following that is a post-test which will permit you to see whether you have achieved all the objectives of the module. Finally, additional references are listed in case you wish to pursue your study further.

SIMULATION

You have conducted both a current status assessment and a desired outcomes assessment in the high school for which you are the guidance and counseling program administrator. A brief summary of the two reports for one area, educational-vocational needs, is contained in the box below. Look this data over, and then proceed to the questions that follow.

Current Status Assessment

Educational-Vocational Area

Overall % of Program Emphasis: 14%

Major Items:		% Counselor Time
12.	To assist students to know what various jobs are like and how their special talents and interests will help them to do these jobs.	25%
28.	To assist students to know about national testing programs for college entrance and scholarships.	15
17.	To assist students to get information about high school requirements for graduation.	10
15.	To assist students to explore the fit between their classes and their interests.	10
26.	To assist students to learn more about requirements of colleges, universities, and other training opportunities.	7.5
7.	To assist students to know how and when to find occupational and educational information.	7.5
Others		25

Desired Outcomes Assessment

Educational-Vocational Area

Overall % of Program Emphasis: 24%

Major Items:		% Counselor Time
7.	To know how and when to find occupational and educational information	20%
8.	To learn more about what to expect on a job.	15
23.	To be prepared for a job after finishing high school.	12
4.	To know what I would have to do to get a job that interests me.	12
28.	To know about national testing programs for college entrance and scholarships.	9
2.	To know what various jobs are like and how my special talents and interests will help me to do these jobs.	8
Others		23

1. Define the evaluation measure you can build into the planning process to assure that it will be thorough and lead to satisfactory results.

2. Discuss the discrepancies between the current status and desired outcomes assessments in the area of educational and vocational needs.

3. Suggest an appropriate strategy for resolving these discrepancies.

4. What additional items or strategies may have to be included to assure optimal coverage of the area?

5. From the information you now have, write program goals for the educational-vocational area. They should be broad enough so that five or six will cover the major items that have been listed.

6. For each of three of the goals you drafted for question 5, write the outcome and population components of five student performance objectives.

SIMULATION FEEDBACK

1. A criterion checklist is a good way to monitor the effort and make sure it's doing the things it should and maintaining high standards. Such a checklist should spell out each of the steps in the process, assign dates for their accomplishment, and establish some criteria for what constitutes successful accomplishment of the task. Such an effort promotes the very process of planning, and also serves as a useful communication device.

2. First, of course, is the fact that the desired outcomes assessment shows the need for increased emphasis in this area, from 14% of counselors' time to 24%. Items within the area also reflect wide discrepancies between current and desired efforts. Items 7 and 28 remain important, but 12, 7, 15, and 26 all drop from the top six. Likewise, items 8, 23, 4, and 2 should all receive major attention.

3. Strategy for almost all items which appear in the desired outcomes assessment top six is increased attention and effort. While item 28 did drop from 15% to 9%, the increase from 14% to 24% in the area just about counteracts this drop. Other items should receive increased effort according to the priorities suggested by the data: 7 should be first, 8 second, and so on.

   The items in the top six on the current status assessment that have fallen below that level should be carefully scrutinized. If it is concluded they are low on the desired outcomes assessment because they are being so well dealt with, they may well need continued attention. If, on the other hand, they represent genuinely low needs, they can be de-emphasized.

4. Since the area jumped so much in overall importance, it may be wise to add additional items from those that fell below the sixth ranked. Certainly lower needs should be scanned to see whether there is any pattern that suggests importance for particular types of needs.

   It may also be useful to consider alternatives to increased counselor time for meeting the increased needs. Can teachers help in some way? Can efficiency be improved? Does the relationship between the outcome and activity pursued to fulfill the outcome need to be examined?

5. Variations are of course possible with this effort. The following samples are some of the possibilities you may consider. Others you have drafted may serve equally well.

   1) The student will be able to locate and use sources of information on occupations and education relevant to their needs.

2) The student will identify and pursue opportunities for preparation for work of the sort he desires and/or training that will lead to that work.

3) The student will know of national testing programs for entrance to college and consideration for scholarships.

4) The student will know his personal characteristics and how they relate to occupations.

6. Since you may have written many different goals, each of which may have many different objectives, it is impossible to give the "correct" objectives. Some possible choices for the first goal suggested in the last question are:

All students finishing the ninth grade should be able to:

1) Interview three community representatives about jobs and the training necessary to enter them.

2) List three sources of written information about occupations available in the school.

3) List the educational requirements necessary to enter major occupational categories.

4) Score a passing grade on a test of occupational knowledge appropriate for the beginning tenth grade student.

Be sure that the objectives you have written pass the Dead Man Test. Also check them for comprehensiveness in terms of Bloom's taxonomy.

APPLICATION PROCEDURES

All responses in this section should be appropriate to your own setting. The questions are designed to help you think through the factors and problems that should be considered so that you can actually conduct your own program planning. Jot down any responses, examples, or guidelines you can think of for each.

1. The planning tasks covered in this module require time commitments from staff members. Who is available to form the planning team that will:

   a. Determine program needs?

   b. Write program goals?

   c. Write student performance objectives?

   c. Plan for evaluation?

2. What deadlines must be met so that the various phases of the planring can be smoothly coordinated?

3. What procedures will be used to evaluate the planning process?

4. What records will be kept throughout the planning process? What information will be contained in each? Who will receive copies of the reports?

5. What are the major needs of your program? Will a major realignment of priorities be necessary or will a minor readjustment bring it in line with what is desired? What strategies do you propose to make the changes you have identified?

6. What schema will you use to organize the goals you write for your revised program? What selection criteria will determine the order in which you begin work on the goals? How will you sequence the goals you plan to work on initially? Will separate task forces deal with the goals of different grade levels? If so, how will you coordinate their work to assure that goals are articulated across grade levels?

7. What taxonomic realms and levels within realms do the student outcomes for your program cover? Does each represent a behavior a student should learn through the activities of your program? Are the outcomes you wrote for each goal statement meaningful and comprehensive?

8. What criteria have you set to determine program effectiveness?

POST ASSESSMENT

If you have read the instructional materials in this module carefully, and completed each of the progress checks and exercises, then the questions in this post-test will be largely a matter of reviewing your previous responses. In any event, it provides a useful final check on whether you have achieved the objectives set out at the beginning of the module.

1. Describe the four main steps in the planning process that occur after the desired outcomes assessment and current status assessment are conducted and before process objectives for guidance programs are written. (pp. 7 & 8)

   a.

   b.

   c.

   d.

2. State five general activities that must be conducted so that this phase of the planning process may be conducted smoothly and efficiently. (pp. 10-12)

   a.

   b.

   c.

   d.

   e.

3. List in chronological order the four major tasks that should be accomplished to determine program needs. (pp. 18-28)

   a.

   b.

   c.

   d.

4. Describe each of the three activities that contribute to the first task you listed in question 3. (pp. 18-28)

   a.

   b.

   c.

5. Describe two general points that should be considered during the activities you listed in question 4. (pp. 18-28)

   a.

   b.

6. Write a sentence to define each of the three types of discrepancies between the results of the current status assessment and the desired outcomes assessment for which the planning team should recommend strategies to resolve. (pp. 18-28

   a.

   b.

   c.

7. List responses for each type of discrepancy you define in question 6. (pp. 18-28)

a.

b.

c.

8. State two possible courses of action for instances in which an appropriate response to a discrepancy cannot be selected. (p. 27)

a.

b.

9. Define the relationships among the terms "program goal," "student goal," and "student performance objective."(pp. 32 & 33)

10. List the seven characteristics of a high quality set of program goals. (pp. 34-41)

    a.

    b.

    c.

    d.

    e.

    f.

    g.

11. List and briefly define the three essential components of a well-written performance objective. (pp. 55-57)

    a.

    b.

    c.

12. Pick three goal statements from the list below. Write three student performance outcomes for two of the goal statements and four student performance outcomes for the one remaining goal statement. (pp. 55-58)

A. The student will know what to do when he is with others who use drugs.
B. The student will know how to perform well on job applications and interviews.
C. The student will know how to listen and take notes at the same time.
D. The student will become more involved as a member of groups.
E. The student will understand the meaning of job families.
F. The student will improve his understanding of what he reads.
G. The student will explore the meaning of his morals and values.
H. The student will learn how to make friends with others.
I. The student will know how and when to find occupational and educational information.

Goal statement _____

a.

b.

c.

Goal statement _____

a.

b.

c.

Goal statement _____

a.

b.

c.

d.

13. List and define the four types of procedures necessary for determining program success. (pp. 64-66)

a.

b.

c.

d.

POST ASSESSMENT FEEDBACK

1. Describe the four main steps in the planning process that occur after the desired outcomes assessment and current status assessment are conducted and before process objectives for guidance programs are written. (pp. 7 & 8)

   a. *Determining program needs--identifying discrepancies in areas of current and desired program effort and choosing strategies to resolve them.*

   b. *Writing program goals--stating broad, general areas of program outcomes.*

   c. *Writing student performance objectives--stating the measurable behavioral skills students will develop in the program.*

   d. *Planning for evaluation--setting criteria so that program effectiveness can be determined.*

2. State five general activities that must be conducted so that this phase of the planning process may be conducted smoothly and efficiently. (pp. 10-12)

   a. *Selecting personnel*

   b. *Allocating resources*

   c. *Determining schedules*

   d. *Communicating*

   e. *Evaluating*

3. List in chronological order the four major tasks that should be accomplished to determine program needs. (pp. 18-28)

   a. *Compare the current status assessment summary report and the desired outcomes assessment summary report.*

   b. *Identify discrepancies between areas of current and desired effort.*

   c. *Identify strategies for resolving discrepancies*

   d. *State program changes.*

4. Describe each of the three activities that contribute to the first task you listed in question 3. (pp. 18-28)

   a. *Study the two reports carefully to become conversant with the data they contain.*

   b. *Compare the relative emphasis of the five areas on the two reports.*

   c. *Compare the importance of specific items within areas on the two reports.*

5. Describe two general points that should be considered during the activities you listed in question 4. (pp. 18-28)

   a. *Use teamwork where possible.*

   b. *Avoid value judgments and preconceptions.*

6. Write a sentence to define each of the three types of discrepancies between the results of the current status assessment and the desired outcomes assessment for which the planning team should recommend strategies to resolve. (pp. 18-28)

   a. *The percentage of counselor time recommended for an area of guidance effort on the desired outcomes assessment is a great deal higher than the percentage on the current status assessment.*

   b. *The percentage of counselor time recommended for an area of guidance effort on the desired outcomes assessment is a great deal lower than the percentage on the current status assessment.*

   c. *The percentage of counselor time recommended on the two assessments is approximately the same, but it is focused on different outcomes.*

7. List responses for each type of discrepancy you defined in question 6. (pp. 18-28)

   a. 1) *Counselors spend more time on outcomes rated high on the desired outcomes assessment.*

      2) *Add items rated high on the desired outcomes assessment to the program.*

   b. 1) *Perhaps delete outcomes from counselor attention (requires caution).*

      2) *Assign responsibility for accomplishing some outcomes to someone other than a counselor.*

3) *Counselors become more efficient and accomplish the same number of outcomes in less time.*

c. *Counselors spend more time on outcomes rated high on the desired outcomes assessment and less time on outcomes rated high on the current status assessment.*

8. State two possible courses of action for instances in which an appropriate response to a discrepancy cannot be selected. (p.27)

a. *Evaluate counselors' efforts.*

b. *Specify the relationship between the counselors' activities and student outcomes.*

9. Define the relationships among the terms "program goal," "student goal," and "student performance objective." (pp. 32 & 33)

A program goal defines a broad area of student competence in a way that makes the program the stated or implied subject of the sentence. A student goal is essentially the same except that the student is that stated or implied subject of the sentence. A student performance objective describes a specific measurable behavior that contributes to achieving a student goal.

10. List the seven characteristics of a high quality set of program goals. (pp.34-41)

a. *Includes high ranking desired outcome statements.*

b. *Is comprehensive.*

c. *Is grouped according to an appropriate model.*

d. *Is ranked according to priority by stated criteria.*

e. *Is sequenced by a personal problem solving paradigm or other rationale.*

f. *Is articulated across grade levels.*

g. *Has been reviewed and accepted by advisory group(s).*

11. List and briefly define the three essential components of a well-written performance objective. (pp. 55-57)

a. *A behavioral outcome that describes what a student will be able to do as a result of guidance program activities.*

b. *A population that defines who is expected to perform that behavior.*

c. *The evidence that will be accepted as proof a member of the population has attained the behavioral outcome.*

12. Pick three goal statements from the list below. Write three student performance outcomes for two of the goal statements and four student performance outcomes for the one remaining goal statement. (pp. 55-58)

A. The student will know what to do when he is with others who use drugs.
B. The student will know how to perform well on job applications and interviews.
C. The student will know how to listen and take notes at the same time.
D. The student will become more involved as a member of groups.
E. The student will understand the meaning of job families.
F. The student will improve his understanding of what he reads.
G. The student will explore the meaning of his morals and values.
H. The student will learn how to make friends with others.
I. The student will know how and when to find occupational and educational information.

A great variety of outcomes would be acceptable here. One example outcome is provided for each goal statement.

A. To identify characteristics that indicate someone is under the influence of drugs.

B. To distinguish examples of dress that are appropriate and inappropriate for a job interview.

C. To list the major points made in a two to five minute speech.

D. To suggest to the group three alternative courses of action to resolve a conflict.

E. To define three factors commonly used to group occupations into job families.

F. To prepare a two-page typewritten abstract of David Riesman's <u>The Lonely Crowd</u>.

G. To describe one experience in which a value influenced a specific behavior.

H. To apply one of the "principles of friendship" when encountering an acquaintance.

I. To state three appropriate sources of information on local educational opportunities.

Use the dead man test to check the outcomes you have written. For each goal statement, make sure that you have written outcomes that reflect several realms of Bloom's Taxonomy and different parts of each realm.

13. List and define the four types of procedures necessary for determining program success. (pp.64-66)

a. *Determining if the student has attained an objective--criterion set in student performance objective.*

b. *Determining if the student has achieved a goal--set criterion for percentage of objectives per goal to be attained.*

c. *Determining if the program has achieved the goal--set criterion for percentage of students who must achieve goals as a result of the program.*

d. *Determining if the program is effective--set criterion for percentage of goals the program must achieve.*

FURTHER

Numerous good resources are available on the topic of stating educational outcomes and objectives. These include:

Isaac, Stephen. Handbook in Research and Evaluation. San Diego: Robert R. Knapp Publisher, 1971. Pages 165, 164, and 162-163.

Mager, Robert F. Four books provide the most relevant training for writing objectives. Published by Fearon Publishers of San Francisco, these books are:

1. Goal Analysis, 1972
2. Preparing Instructional Objectives, 1962
3. Developing Vocational Instruction, 1967
4. Developing Attitude Toward Learning, 1968

Performance and Process Objectives: Booklet for Developing Evaluative Skills. Tucson, Arizona: Educational Innovators Press, 1970. Pages 5-12 and 20-30.

Other appropriate references on this topic include:

Bloom, B.S. (ed.). Taxonomy of Educational Objectives: Handbook I: Cognitive Domain. New York: Longmans, Green & Co., 1956.

Dillman, C. and Rahmlow, H. Writing Instructional Objectives. San Francisco: Fearon Publishers, 1972.

Eiss, A. F. and Harbeck, M. B. Behavioral Objectives in the Affective Domain. Washington, D.C.: National Education Association Publication Series, 1969.

Kibler, R. J., Barker, L. L., and Miles, D. T. Behavioral Objectives and Instruction. Boston, Massachusetts: Allyn and Bacon, 1970.

Krathwohl, Dr. R., Bloom, B. S., and Masia, B. B. Taxonomy of Educational Objectives: Handbook II: Affective Domain. New York: McKay, 1964.

Popham, W. J. and Baker, E. L. Establishing Instructional Goals. Englewood Cliffs, New Jersey: Prentice-Hall, 1970.

Yelon, S. L. and Scott, R. O. A Strategy for Writing Objectives. Dubuque, Iowa: Kendall, Hunt Publishing, 1970.

For additional information on Career Goal Models, consult the following references:

Cunha, Joseph E., et. al., (ed.). Career Development: A California Model for Career Guidance Curriculum K-Adult. Monograph #5, California Personnel and Guidance Association, Fullerton, California. 1972.

George, Mickey and Roseberry, Jerry. "A Needs-Based, Systematic Approach to School Guidance," The Guidance Clinic, January, 1974, pp. 6-9.

APPENDIX A

STAFF TRAINING MODULE DESCRIPTIONS

1. Orientation

   Gives an in-depth approach to understanding what the comprehensive approach to guidance, counseling, and placement is, what its advantages are, how competency-based training is related to using this approach, and how to determine what training is relevant. Requires 15 - 20 hours to complete.

2. Assessing Desired Outcomes

   Presents various methods of planning and conducting a needs assessment as well as ways of summarizing, analyzing, and reporting the data. Requires 15 - 20 hours to complete.

3. Computer Assisted Reporting

   Provides a general knowledge of the process necessary to develop an effective Computer Information System and enables the participant to select the best approach for gathering and analyzing data from all available options, for a district's particular needs. Requires 10 - 12 hours to complete.

4. Current Guidance Program Assessment

   Provides an understanding of why a current guidance program assessment is needed, how the assessment can be conducted, and what use can be made of the data after it is obtained. Requires 10 - 12 hours to complete.

5. Determining Program Goals and Objectives

   Makes use of the current status assessment and desired outcomes assessment reports to produce a complete set of program goals and student performance objectives for a new program. Requires 10 - 12 hours to complete.

6. Alternative Strategies

   Examines strategies which would be appropriate to the goals and objectives of the program being structured, specifies criteria for assessment of alternative strategies presented, and provides evaluation procedures for the selected strategies. Requires 12 - 15 hours to complete.

7. Groups and Group Leadership Skills

Presents an overview of ways school counselors or other educators could use group leadership skills with task groups, guidance groups, and counseling groups to implement a comprehensive career guidance system. The module also facilitates the development of three basic communication skills that are useful in facilitating interpersonal interaction in all group settings. Requires 12 - 15 hours to complete.

8. Planning Paraprofessional Programs

Provides the structure for the participant to plan, implement, and evaluate a paraprofessional school guidance program in his/her own setting. Also presents the history, development, and major issues involved in the utilization of paraprofessionals. Requires 12 - 15 hours to complete.